DOCUMENT RESUME

ED 079 880 EC 052 198

AUTHOR	Marinelli, Joseph J.
TITLE	A Summary of Findings and Recommendations for Curriculum Development Needs Assessment of the Educable Mentally Retarded in Baker, Bradford and Union Counties.
INSTITUTION	Curriculum Development Project for the Educable Mentally Retarded, Lake Butler, Fla.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.
PUB DATE	Jul 72
NOTE	130p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Administration; Classroom Environment; *Curriculum Development; Curriculum Evaluation; *Educable Mentally Handicapped; *Educational Needs; *Exceptional Child Education; Instructional Materials; Mentally Handicapped; Occupations; Program Evaluation; School Districts; Student Evaluation; Systems Analysis; Teacher Evaluation
IDENTIFIERS	*Florida

ABSTRACT

A project to assess needs of educable mentally retarded (EMR) children and adults in three Florida counties reports findings and recommendations. EMR population findings show that many of the 224 EMR students have language deficiencies, and that most cluster at 11 and 15 years of age; recommended are early intervention, language programs, and revised secondary curriculums. Data show that the average EMR teacher is married, is confident about providing good relationships, is not confident about curriculum planning and implementing, and is perceived by other teachers as a baby sitter; recommended is more inservice teacher training in classroom techniques, and more teacher action in professional organizations. Job opportunities exist for EMR persons who work independently and remember procedures; recommended are teacher contact with employers, and more vocational training. Few differences are found between EMR and regular classes, and thus few problems preclude integration; recommended are more academic courses for EMR students, and secondary curriculum improvement. Classroom environment assessment shows traditional audiovisual material use, and physical arrangement; minuscule physical development material use, and some language program use; and recommended is the curriculum specialist's attention. Administrative support findings show EMR teachers sharing all teachers' roles and budgets; while the support services of schools and local agencies appear adequate. An index comprising half the document gives data for all assessment phases and includes a summary list of job possibilities. (For related information see EC 052 197). (MC)

FILMED FROM BEST AVAILABLE COPY

ED 079880

A SUMMARY OF FINDINGS AND RECOMMENDATIONS FOR CURRICULUM DEVELOPMENT

NEEDS ASSESSMENT OF THE EDUCABLE MENTALLY RETARDED IN BAKER, BRADFORD AND UNION COUNTIES

DEVELOPED BY:

THE CURRICULUM DEVELOPMENT PROJECT FOR THE EDUCABLE MENTALLY RETARDED

Lake Butler, Florida

EC 052 108

ED 079880

A SUMMARY OF FINDINGS AND RECOMMENDATIONS

FOR

CURRICULUM DEVELOPMENT
NEEDS ASSESSMENT OF THE EDUCABLE MENTALLY RETARDED
IN
BAKER, BRADFORD AND UNION COUNTIES

DEVELOPED BY
THE CURRICULUM DEVELOPMENT PROJECT FOR THE EDUCABLE MENTALLY RETARDED

Lake Butler, Florida

SERVING THE
SCHOOL DISTRICTS OF BAKER, BRADFORD AND UNION COUNTIES, FLORIDA

A Title VI-B Grant of
The Elementary and Secondary Education Act

JOSEPH J. MARINELLI

Project Author and Director

PAMELA S. HARRINGTON

Curriculum Specialist

JULY
1972

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Acknowledgment of the project would be appreciated when reproducing this document or any part thereof.

PARTICIPANTS

COORDINATING COMMITTEE

Joseph J. Marinelli	Director, Administrative and Support Services School District of Union County
Pamela S. Harrington	Project Curriculum Specialist
Lucille Payne	Elementary Supervisor School District of Bradford County
Yvonne Stephens	Elementary Supervisor School District of Baker County
Joyce L. Dukes	Project Secretary and Typist

CONSULTANTS

Evaluation and Management

Gerald R. Boardman	Associate Professor Educational Administration Teachers' College University of Nebraska

Content

Charles J. Forgnone	Associate Professor Special Education University of Florida
Cary L. Reichard	Assistant Professor Special Education University of Florida

AGENCIES

Administrative and Fiscal

School Board of Union County Lake Butler, Florida	James H. Cason, III Superintendent of Schools

Cooperating

School Board of Baker County Macclenny, Florida	Alan Harvey Superintendent of Schools
School Board of Bradford County Starke, Florida	Thomas L. Casey Superintendent of Schools

ACKNOWLEDGEMENT

The project staff and coordinating committee would like to acknowledge the following individuals for their cooperation in this project.

Staff
Exceptional Child Section
Department of Education
Tallahassee, Florida

District administrators and supervisors
in the three counties

Principals of participating schools
in the three counties

Local employers in all three counties

Individual recognition is extended to the following persons for their invaluable assistance in providing data for the needs assessment.

BAKER COUNTY

Nan Bowen
Ruby King
Ann Lanier
Catherine O'Brien
David O'Brien

BRADFORD COUNTY

Jean Clark
Irene Jelson
Florence Jennings
Yvonne Long
Linda Lucas
Melloncase McDonald
Jim O'Neal
Willie Mae Randolph
Linda Rockwell

UNION COUNTY

Deanna Dodson
Geoffrey Grant
Sharon Minshew
Janice Snodgrass

TABLE OF CONTENTS

	PAGE
DESCRIPTION OF CURRICULUM DEVELOPMENT PROJECT FOR THE EDUCABLE MENTALLY RETARDED	1
Systems Model	15
INTRODUCTION	17
Functional Flow Chart	19
Functional Flow Network	27
ASSESSMENT OF TARGET POPULATION	29
ASSESSMENT OF TEACHERS	33
ASSESSMENT OF COMMUNITY JOB OPPORTUNITIES	35
ASSESSMENT OF CURRICULUM	37
ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING	41
ASSESSMENT OF ADMINISTRATIVE SUPPORT	43
ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES	47
ASSESSMENT OF LOCAL AGENCIES' SUPPORT	49
APPENDICES OF SUPPORTING DATA	51
I. ASSESSMENT OF TARGET POPULATION	53
II. ASSESSMENT OF TEACHERS	69
III. ASSESSMENT OF COMMUNITY JOB OPPORTUNITIES	83
IV. ASSESSMENT OF CURRICULUM	125
V. ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING	133
VI. ASSESSMENT OF ADMINISTRATIVE SUPPORT	139
VII. ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES AND LOCAL AGENCIES' SUPPORT	147

COUNTIES SERVED by E.M.R. CURRICULUM PROJECT

E.M.R. Curriculum Development Project
Baker, Bradford, Union, Counties
(ESEA VI - B Grant)

DESCRIPTION OF CURRICULUM DEVELOPMENT PROJECT FOR THE EDUCABLE MENTALLY RETARDED

Only cursory examination of current academic programs for the educable mentally retarded students in the three school districts of Baker, Bradford and Union Counties is needed to expose a variety of curriculum gaps and a duplication of efforts. County staff generalists are assigned to coordinate exceptional child programs. It follows that although these generalists are capable in many areas, they do not possess the expertise to provide good leadership and effective coordination. Training of students in occupational and social skills is provided in varying degrees by each district. As a result, the retarded students generally attempt to participate in their local working communities with some or no salable skills. In addition, their understanding of the importance of interpersonal relationships is minimal or completely lacking. While personnel, possessing general educational skills, attempt to provide the best programs possible, they have no way of knowing the results of their efforts. In short, little evaluation of programs is attempted during the course of the programs, and none at all is tried after the child has left the school environment.

An ESEA Title VI-B project proposal was prepared during the summer of 1971 and submitted to the Florida Department of Education with its title and goal: "The Development of a Sequentially Designed Functional Curriculum for the Educable Mentally Retarded in Three Rural Counties." The proposal was funded in the amount of $19,464 from the federal government, and an instructional unit was obtained from the Exceptional Child Section of the Florida Department of Education. The project was to be funded for three years, pending the outcome of its annual evaluations and the writing of continuation grant proposals during each of the two successive years. The staff would be sponsored and housed by the School Board of Union County at its Curriculum Center.

In order to eliminate gaps and weaknesses in current programs and to comply with the project proposal, a full time curriculum specialist in mental retardation was hired who would obtain the services of consultants as needed. To date, consultants have provided advice for the content of the needs assessment and for the management and evaluation of the project. In addition, they are providing appropriate inservice training for teachers of the educable mentally retarded, thus bringing their leadership and expertise directly to the teachers.

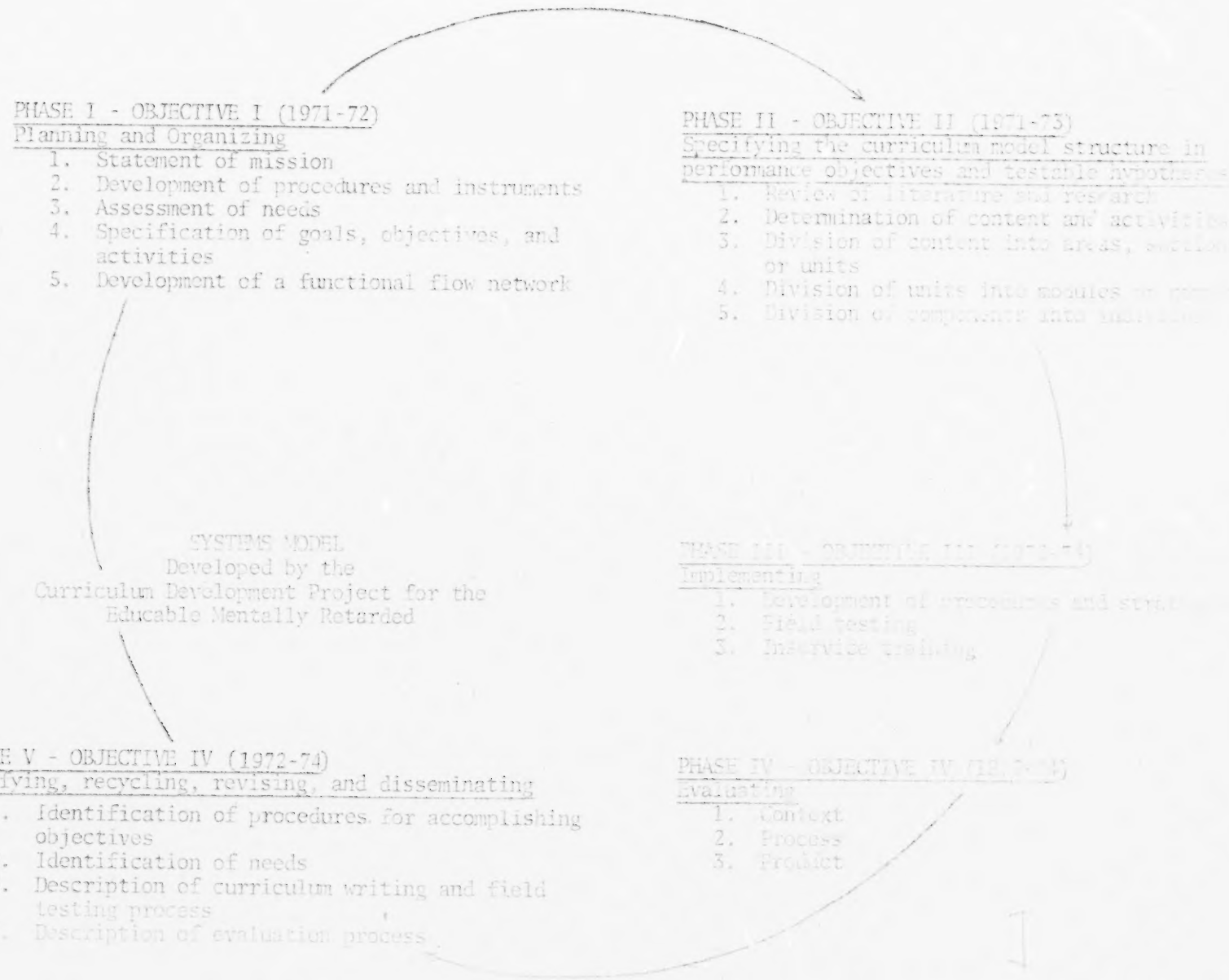
A systems model divided into phases (see following page) was developed for planning, implementing, and evaluating the project. The model utilizes a functional flow chart and network for each project objective and specifies the activity, time allocation, and personnel responsibilities for each activity. Four project objectives were delineated as follows:

I. To conduct a needs assessment of educable mentally retarded students, so that when these needs are fulfilled, they will be able to function adequately in the society of this locale.

II. To develop broad goals, a curriculum model, terminal and interim student objectives, specific criterion-based student instructional objectives, and suggested activities for the educable mentally retarded. They would cover basic and physical skills and social and vocational competencies in light of needs determined in Objective I. These student objectives developed by a teacher writing team would be divided into the four chronological levels of primary, intermediate, junior high, and senior high units.

III. To field test the student objectives and to conduct inservice training of teachers on understanding and using objectives along with suggested instructional materials and resources.

IV. To modify the curriculum in accordance with the data and evaluation obtained during and after the field testing and to write a curriculum guide for each district.


PHASE I - OBJECTIVE I (1971-72)
Planning and Organizing
1. Statement of mission
2. Development of procedures and instruments
3. Assessment of needs
4. Specification of goals, objectives, and activities
5. Development of a functional flow network
PHASE II - OBJECTIVE II (1971-73)
Specifying the curriculum model structure in performance objectives and testable hypotheses
1. Review of literature and research
2. Determination of content and activities
3. Division of content into areas, sections, or units
4. Division of units into modules or
5. Division of components into
SYSTEMS MODEL
Developed by the
Curriculum Development Project for the
Educable Mentally Retarded
PHASE III - OBJECTIVE III (1971-74)
Implementing
1. Development of procedures and
2. Field testing
3. Inservice training
PHASE IV - OBJECTIVE IV (1972-74)
Evaluating
1. Context
2. Process
3. Product
PHASE V - OBJECTIVE IV (1972-74)
Modifying, recycling, revising, and disseminating
1. Identification of procedures for accomplishing objectives
2. Identification of needs
3. Description of curriculum writing and field testing process
4. Description of evaluation process

Built into the project proposal were context, process, and product evaluations. The context evaluation provides a basis for stating the expected change due to the project participants' efforts by diagnosing and ranking problems and by determining goals to be met. The process evaluation assesses the extent to which procedures are operant as intended, and the product evaluation investigates the extent to which project and student objectives are being attained.

The curriculum specialist conducts the activities required by the project objectives, by the director, and by the coordinating committee, whereas the part-time director is responsible for managing the project. The part-time director plans procedures and activities and establishes the functional flow chart and network, with the assistance of the consultants and curriculum specialist and with the approval of the coordinating committee. In addition, he monitors activities, chairs the coordinating committee, and handles such administrative details as the expenditure of funds. A coordinating committee is composed of the project director, the curriculum specialist, and the administrator in each district responsible for exceptional child education. It serves as the policy-making body, acts on proposed procedures, activities, and budgets, and reviews all written reports and documents for publication. The committee may appoint consultants upon the recommendation of the project staff.

The project publishes a newsletter periodically for all participants, cooperating agencies, and other interested individuals. For demonstration purposes the project staff has prepared a slide presentation of its activities and has agreed to publish several documents. The following documents published todate are available through the Exceptional Child Section, Florida Department of Education, Tallahassee: Systems Procedure Manual for Conducting a Needs

Assessment, A Summary of Findings and Recommendations for Curriculum Development, Needs Assessment of the Educable Mentally Retarded in Baker, Bradford and Union Counties, and a Field Test Draft, Student Objectives for the Educable Mentally Retarded.

At present the staff is conducting those activities necessary to accomplish Objective II.

INTRODUCTION

The purpose of this publication is to present the findings of the needs assessment conducted in Baker, Bradford, and Union Counties, as described in the initial objective of the systems model design of the Curriculum Development Project. Recommendations for modification of the existing program are also included in this document. A needs assessment was conducted to determine the status of the three counties in terms of job opportunities, services available, and programs used in the E.M.R. classrooms so that a curriculum to be developed later would be relevant to the needs of the three-county area.

In order to facilitate communication of ideas in the needs assessment phase, certain terminology was used. Systems model refers to the organizational design of the project. Incorporated into the systems model is the Program Evaluation and Review Technique (PERT). The PERT is of great value in helping clarify intermediate steps which must be followed before a goal may be reached. All activities deemed important for meeting an objective are identified and placed in a PERT flow chart. This flow chart outlines the major events and activities of the objective, as well as naming who is responsible for carrying out each activity, the length of time anticipated for its completion (along with expected beginning and completion dates), and the actual dates when the activities were begun and completed. By examining the PERT flow chart, one may readily evaluate the appropriateness of the original time estimates. He may also infer where problems were encountered during the actual operation of activities. The PERT functional flow network is a diagram which graphically represents all of the activities of the flow chart. The activity numbers are placed along a time frame, with many activities usually occurring simultaneously. Each activity was

color-coded on the flow network for this project's needs assessment phase to clarify the identity of the person or group responsible for its completion. The PERT flow chart and functional flow network for this project's needs assessment objective are included in one section of this document.

A detailed description of the procedure followed by the project staff to accomplish the needs assessment may be found in the Systems Procedure Manual for Conducting a Needs Assessment.

FUNCTIONAL FLOW CHART FOR NEEDS ASSESSMENT - PHASE I

ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
100-111 *(100-110)*	Identify present E.M.R. population	Coordinators	1 *(4)*	10-11	10-12	11-16	25	*(10-12)*	*(10-18)*
(110-111)	*(Develop class population assessment and referral forms)*	*(Specialist)*	*(4)*					*(10-12)*	*(10-19)*
111-112	Assess class populations by cumulative record review including additional handicaps	Specialist	5 *(2)*	10-12	10-19	11-24	25	*(10-18)*	*(10-[illegible])*
112-113	Observe in classrooms	Specialist	12 *(34)*	10-19	11-12	1-13	37	*(11-2)*	*(1-[illegible])*
111-114	Identify population of pupils no longer in E.M.R. programs	Coordinators *(Specialist, Special Services)*	3 *(82)*	10-12	10-18	12-23	45	*(10-18)*	*([illegible])*
114-115	Assess jobs of population no longer in E.M.R. program who are employed	Specialist *(and Coordinators, Special Services)*	9 *(17)*	10-15	11-3	1-14	45	*(1-17)*	*(2-3)*
114-116	Assess through the E.M.R. teacher criteria the returning pupils to the regular school program	E.M.R. Teachers	5 *(33)*	10-15	10-28	1-14	49	*(10-18)*	*([illegible])*
114-117	Report dropout rate of pupils who leave before completing an E.M.R. program	Coordinators	3 *(22)*	10-15	10-26	1-14	51	*(10-18)*	*(2-3)*
111-113	Distribute referral form to be filled out by all teachers, collect and compile random sampling from total referral population	Specialist	9 *(38)*	10-12	10-26	12-9	30	*(10-12)*	*(12-3)*

	ACTIVITY	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (D_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK (T_L-T_E)	ACTUAL START	ACTUAL COMPLETION
	12-119	Conduct standardized testing of a random sampling of the present E.M.R. population, if necessary	Specialist	27 *(13)*	10-19	12-7	1-17	25	*(1-10)*	*(1-27)*
	118-119	Conduct standardized testing of a random sampling of the total referral population	Specialist	18 *(13)*	10-25	12-13	1-24	25	*(1-10)*	*(1-27)*
II. Assessment of Teachers										
	100-121	Identify teachers of E.M.R. classes	Specialist *(and Coordinators)*	2 *(1)*	10-11	10-13	11-23	28	*(10-12)*	*(10-12)*
	121-122	Develop and distribute forms on which all teacher-centered data may be compiled	Specialist	11 *(28)*	10 13	10-28	12-10	29	*(10-13)*	*(11-22)*
	122-123	State teachers' philosophy of special education for the E.M.R.	E.M.R. Teachers	5 *(42)*	10-23	11-4	1-11	42	*(10-21)*	*(12-20)*
	122-124	Record educational level and training of E.M.R. teachers	Specialist *(and E.M.R. teachers)*	5 *(42)*	10-23	11-4	1-11	42	*(10-21)*	*(12-20)*
	122-125	Assess teacher competence by use of a form and a self-appraisal	Specialist and E.M.R. Teachers	18 *(41)*	10-23	11-23	1-11	29	*(11-2)*	*(1-12)*
	121-126	Assess teacher competence by use of a supervisory evaluation	Specialist and Coordinators	9 *(55)*	10-13	10-26	1-11	49	*(10-21)*	*(1-6)*

ACTIVITY DESCRIPTION NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION	EVENT NUMBER					
			(Days)						
122-127	Conduct pupil evaluation of E.M.R. teacher by random sampling reactions	Specialist	5 (34)	10-					
III. Assessment of Community Job Opportunities									
100-131	Identify all potential employers in community	Specialists Secretary	10	10-11	10-15	12-5	13	(10-8)	(11-8)
131-132	List all skills and qualifications required for potential jobs	Specialists Secretary	10 (87)	10-11	11-3	12-10	13	(10-8)	(11-8)
IV. Assessment of Curriculum									
(111-140)	(Develop and distribute form for data concerning class time ratios)	(Specialists)	(2)					(10-8)	(10-10)
111-141	Record ratio of time spent by pupils in E.M.R. program to time spent in regular program activities and teacher-pupil ratio	Specialists	3 (19)	10-12	10-15	12-10	14	(10-8)	(11-8)
122-142	Describe present instructional sequence of goals and objectives of each E.M.R. class	E.M.R. Teachers	5 (36)	10-28	11-4	12-28	32	(10-8)	(11-8)
122-143	Determine kinds and extent of instructional equipment available and in use in the E.M.R. classrooms	E.M.R. Teachers	5 (36)	10-28	11-4	12-28	32	(10-8)	(11-8)
113-144	Determine prevailing instructional method per E.M.R. class	Specialist and E.M.R. Teachers	3 (12)	11-4	11-8	1-10	37	(10-8)	(11-8)

ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
122-145	Report pupil evaluation method	E.M.R. Teachers	5 (36)	10-28	11-4	12-28	32	(10-21)	(12-10)
122-146	Report requirements concerning graduation from E.M.R. program	E.M.R. Teachers	5 (36)	10-28	11-4	12-28	32	(10-21)	(12-10)
122-147	Differentiate between E.M.R. program activities and regular program activities	Specialist (and E.M.R. Teachers)	5 (28)	10-28	11-4	12-28	32	(11-2)	(12-10)
122-148	Determine incidence of participation of E.M.R. class students in extracurricular activities available to the total school population	E.M.R. Teachers	5 (36)	10-28	11-4	12-28	32	(10-21)	(12-10)
V.	Assessment of E.M.R. Classroom Facilities								
149-151	Report allotted space in each E.M.R. classroom	E.M.R. Teachers	5 (34)	11-5	11-12	1-5	29	(11-2)	(12-20)
149-152	Report equipment available in each E.M.R. classroom	E.M.R. Teachers	5 (34)	11-5	11-16	1-5	29	(11-2)	(12-20)
149-153	Complete checklists of consumable items used frequently	E.M.R. Teachers	5 (34)	11-5	11-16	1-5	29	(11-2)	(12-20)
149-154	List furniture in each E.M.R. classroom	E.M.R. Teachers	5 (34)	11-5	11-16	1-5	29	(11-2)	(12-20)
149-155	Report on janitorial services	E.M.R. Teachers	5 (34)	11-5	11-16	1-5	29	(11-2)	(12-20)
149-156	Report on bathroom, playground, and auditorium facilities	E.M.R. Teachers	5 (34)	11-5	11-16	1-5	29	(11-2)	(12-20)

ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	(T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
Assessment of Administrative Support									
[illegible]-160	*(Compile data sheet listing all administrative-oriented information needed)*	*(Specialist)*	*(2)*					*(10-12)*	*(10-14)*
[illegible]-161	Identify all administrators	Coordinators	2 *(2)*	10-11	10-13	11-22	28	*(10-14)*	*(10-18)*
161-162	State administrators' philosophies of special education as it relates to the E.M.R.	Coordinators	15 *(65)*	10-13	11-3	12-30	35	*(10-18)*	*(1-17)*
161-163	Draft organizational chart and job description	Coordinators	15 *(43)*	10-13	11-3	12-30	35	*(10-18)*	*(12-16)*
161-164	Report relationships of E.M.R. teacher with other personnel in administration	Coordinators	15 *(43)*	10-13	11-3	12-30	35	*(10-18)*	*(12-16)*
161-165	Identify sources of special education funding	Coordinators	15 *(64)*	10-13	11-3	12-30	35	*(10-18)*	*(1-14)*
121-166	Validate actual decision-making responsibilities of the E.M.R. teachers by reporting the kinds of meetings they attend and their interpretations of how administrators regard them	E.M.R. Teachers	10 *(42)*	10-13	10-27	12-30	40	*(10-21)*	*(12-30)*
VII. Assessment of School Supportive Services									
161-171	Describe pupil personnel services available in the schools	Specialist	21 *(34)*	10-13	11-11	12-29	28	*(11-2)*	*(12-20)*

ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK (T_L-T_E)	ACTUAL START	ACTUAL COMPLETION
161-172	Describe other business services available in the schools	Specialist	21 *(34)*	10-13	11-11	12-29	28	*(11-2)*	*(12-20)*
161-[illegible]	Describe other special education services available in the schools	Specialist	21 *(34)*	10-13	11-11	12-29	28	*(11-2)*	*(12-20)*
161-[illegible]	Describe vocational training available in the schools	Specialist	21 *(34)*	10-13	11-11	12-29	28	*(11-2)*	*(12-20)*
VIII. Assessment of Local Agencies' Support									
100-[illegible]	Identify local agencies' support available	Special Services Personnel *(and Coordinators)*	7 *(18)*	10-11	10-20	12-1	28	*(10-26)*	*(11-19)*
181-182	Describe medical services	Special Services Personnel *(and Coordinators)*	15 *(18)*	10-20	11-10	1-4	32	*(10-26)*	*(11-19)*
181-183	Describe vocational rehabilitation	Special Services Personnel *(and Coordinators)*	15 *(18)*	10-20	11-10	1-4	32	*(10-26)*	*(11-19)*
181-184	Describe welfare services	Special Services Personnel *(and Coordinators)*	15 *(18)*	10-20	11-10	1-4	32	*(10-26)*	*(11-19)*

		RESPON-SIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK (T_L-T_E)	ACTUAL START	ACTUAL COMPLETION
[illegible]	186 Describe parent involvement in E.M.R. educational activities and give a general description of PTA involvement by parents	E.M.R. Teachers	15 *(36)*	10-20	11-10	1-4	32	*(10-21)*	*(12-10)*
[illegible]	187 Describe non-profit organization support	Special Services Personnel *(18)* *(and Coordinators)*	15	10-20	11-10	1-4	32	*(10-26)*	*(11-19)*
[illegible]	Final								
[illegible]	191 Summarize findings of target population assessment	Specialist	5	11-29	12-6	1-17	25	*(1-3)*	*(2-28)*
[illegible]	191 Summarize findings of E.M.R. teacher assessment	Specialist	3	11-23	12-6	1-17	25	*(12-13)*	*(2-3)*
[illegible]	191 Summarize findings of the job opportunities assessment	Specialist	15	11-8	12-6	1-17	25	*(1-5)*	*(1-21)*
[illegible]	191 Summarize findings of the E.M.R. curriculum and its implementation by use of the E.M.R. classroom facilities, equipment, and supplies	Specialist	8	11-12	12-6	1-17	25	*(12-13)*	*(1-21)*
[illegible]	191 Summarize administrative support	Specialist	11	11-3	12-6	1-17	25	*(1-19)*	*(2-4)*
175	191 Summarize school supportive services	Specialist	12	11-11	12-6	1-17	25	*(12-28)*	*(1-31)*
189	191 Summarize local agencies' support	Specialist	9	11-16	12-6	1-17	25	*(12-28)*	*(1-31)*

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (t_e)	EXPECTED START	EXPECTED COMPLETION (T_E)	(T_L)	SLACK (T_L-T_E)	ACTUAL START	ACTUAL COMPLETION
	191-195	Complet writing of report on the eds assessment	Specialist	10	12-6	1-17	1-31	10	*(2-4)*	*(2-28)*
	(195-196)	*(Compi manual of all project a ities to be used as a basi on a procedural manual.*	*(Specialist)*	*(4)*					*(2-28)*	*(3-3)*
(X. Public Relations)										
	(100-192)	*(Atten etings: ployer coffee, itation of job sites, ool board meetings, childr committee meeting, etc.)*	*(Specialist)*	*(These activities were of continuous duration throughout the needs assessment phase.)*						
	(100-193)	*(Plan or attend workshops and co ences: teacher inser workshops and state and re l conferences)*	*(Specialist)*							
	(100-194)	*(Prepa project newsletter and s presentation)*	*(Specialist)*							

All events, activities, and descriptive data correspond to the PERT flow network for Objective I. Those events, activities, and descriptive data which are italicized represent the modifications made during the actual needs assessment procedure.

Curriculum Development Project
Standard Union Contract

ASSESSMENT OF TARGET POPULATION

FINDINGS

The findings of the assessment of the target population include three groupings of subjects: 1) those pupils presently enrolled in E.M.R. classes, 2) those pupils placed in E.M.R. classes at one time but no longer in the special class, and 3) those pupils who have been referred for special education (E.M.R.) services.

Of the total population of 224 students in E.M.R. classes, 57% have I.Q.'s ranging between 60 and 75 and 23% have I.Q.'s between 65 and 70. Six students scored below 50 on I.Q. testing, and two scored above 80. The Wechsler Intelligence Scle for Children was used as a basis for I.Q. placement for 75% of the children in E.M.R. classes, and the Stanford-Binet for 10%. The remaining children were placed in E.M.R. classes on the basis of scores from other individual tests. Almost half of the placement tests were given in 1971, and 95% of all placement tests had been given since 1968. Those children tested before 1969 were being scheduled by county personnel for retesting.

Ten per cent of all children presently enrolled in E.M.R. classes were given a battery of tests for the purpose of identifying strengths and weaknesses in relation to the curricular needs of the special education program. Generally, the students tested within the intellectual range of retarded on both the performance and verbal tests of intelligence. Findings from the tests indicate that many students have language deficiencies which are greater than performance handicaps. A significant number of pupils scored better on the arithmetic section of one test (Wide Range Achievement Test) than on the reading and spelling sections of that same test.

Only five of the 224 children on the E.M.R. rolls are identified by their teachers as having additional handicaps. These handicaps consist of speech disfluencies and emotional "immaturity." As the specialist visited the classrooms and talked with the E.M.R. teachers, she heard numerous comments concerning children who, in the teachers' estimations, exhibited behavior characteristic of an emotionally disturbed child. However, since the teachers did not report these comments, there is no data confirming the exact number of children concerned.

In accordance with national prevalence rates, there were more boys than girls in E.M.R. classes. Bradford County showed the greatest difference with boys outnumbering girls by more than 2 to 1. In Union County there were nearly 2 boys to every girl, whereas in Baker County the ratio was 1 to 1.

Although a tally was not made of the number of black pupils compared to the number of whites in E.M.R. classes, the ratio is approximately 1·1, based on information collected for the project proposal.

There were two distinct age groupings of the present E.M.R. population. The population curve peaked at age 11 and again at age 15. Most of the classes in the three counties are intermediate and senior high levels. One of the units at Baker County High is designated "junior high" and one "senior high," but in actuality the two units take students of approximately the same (senior high) age. In Bradford County a middle school serves junior-high aged children. Union County has junior and senior high units, but both function similarly to those at Baker County High, with little differentiation being made between the goals of the two levels.

The assessment of pupils who are no longer in the E.M.R. program included three categories: 1) those students who had graduated from the E.M.R. program, 2) those who had returned to the regular school program, and 3) those who had dropped out of school before completing an E.M.R. program.

Follow-up of former E.M.R. students was difficult. In the three counties, only two graduates could be identified, both from Bradford County High School. Of course, many more students had graduated from the E.M.R. program there, but the specialist considered the records from only two years. The teacher and occupational specialist obtained an address and employment location for only the two students who had graduated in the previous two years. Baker County's E.M.R. programs have been initiated too recently to have had graduates, and although personnel in Union County stated that students have received diplomas of special education, no easily accessible records could be found.

The two graduates located were both working, and their employers rated high their skills related to academic areas. Skills which the employers considered least adequate were related to good work habits, such as cleaning up the work area, correcting errors, and initiating tasks. Socially related inadequacies were revealed when the worker had to perform efficiently in the absence of supervision, when he had to complete several tasks with directions given orally and without demonstration, and when he had to indicate specifically what was unclear to him before he could attempt to complete a task.

The students who had returned to the regular school program were evaluated. Basis for their return was a retest score on the WISC or Stanford-Binet above the I.Q. range for E.M.R. placement. No other criteria than I.Q. scores are used in any of the three counties for returning children to the regular school program. Nineteen students in the three counties were identified as being returned to regular classes and being presently in school. Three of the nineteen were reported to have occasional inappropriate social responses and low reading ability. The other students were reported to be functioning without serious social or academic problems. Four students were identified as having returned tothe regular school program, having graduated, and having subsequently been employed. These four were evaluated by their employers with the same results as the other employed E.M.R. graduates.

Twenty-one students were categorized as having withdrawn from school before they graduated from the E.M.R. program. Information was collected for thirteen of the twenty-one students: seven had moved, and five out of eight girls had married.

Students who might be referred for special education E.M.R. classes were assessed since they might be placed in the classes within the following year. A random sampling of 25% of all referrals made by January 1, 1972 was compiled. These children were given a battery of tests, with the results indicating that most of the referrals had been valid for E.M.R. placement. Summary of the testing results has been discussed earlier in this section.

RECOMMENDATIONS

The placement procedure for the E.M.R. program appears to comply with state guidelines. Most of the students in E.M.R. classes fall within the I.Q. range of 50 to 75 and have been tested on the Wechsler Scale within the past three years. In addition to the students already in special education classes, the majority of referrals are appropriate for placement purposes.

This assessment has revealed certain areas of need. The population of E.M.R. students is concentrated at the intermediate and senior high levels. More service should be provided to primary-aged children who could be identified as early as the first grade. Full-time E.M.R. class participation for primary-aged children might not be necessary, but emphasis in the language area and in discrimination skills would be appropriate.

More differentiation between junior and senior high level classes is needed. Rather than making the junior high class a lesser version of the senior high level, separate goals and instructional materials should be initiated. With better developed primary and junior high programs, the E M.R. curriculum for each county would become more sequential in nature.

Teachers were concerned about the large numbers of children in their classes who appeared emotionally disturbed. Psychological screening of these children for the purpose of identifying disturbances could be conducted. A referral system for those children suspected of having these disorders would need to be initiated in each county.

The results of the random testing reveal the need for a more comprehensive language development program. The fact that a significant number of pupils scored higher on the arithmetic section than on the reading and spelling sections of the Wide Range Achievement Test indicates that there should be more instruction in language areas in the E.M.R. curriculum. Scores on the Wechsler Scale were also lower in the verbal than in the performance section.

A well organized follow-up program for graduates from E.M.R. classes is essential for curricular feed-back which might result in modifications. The high school level teacher should work with the vocational counselor to remain in contact with as many graduates as possible; they could offer occupational counseling and assistance when necessary so that the student's transition from school to a self-supporting role might be smooth and successful. A post-school level could be incorporated into the curriculum model so that the E.M.R. graduate could continue to receive guidance in meeting the challenges of living as a responsible citizen in society.

Results from the San Francisco Vocational Competency Scales completed by employers of former E.M.R. students were generally favorable. The major deficiency they revealed, which might be ameliorated by an improved curriculum, was the student's independent working habits. Not only should the student be able to complete several tasks in sequence after receiving only verbal instruction, but also he must learn to identify the supervisor whose help he could seek for task completion. Seeking help when needed is a form of independence, for judgments must be made by the student as to when he should seek help and to whom he should go.

Several conclusions arise from the findings that most of the students who had been returned to a regular school program from the E.M.R. class performed adequately in the regular class. Either the regular program is so similar to the E.M.R. program that the students find no real change in their challenges, or the students were not correctly placed in the E.M.R. class originally. The specialist would tend to accept the latter conclusion. Evidence from the random testing did reveal that placement procedures are an improvement over earlier systems, thus, fewer students should be taken from a self-contained E.M.R. class and thrust back into the mainstream with little preparation.

Most of the girls who had withdrawn from school before completing the E.M.R. program were married and at home with children. If these findings can be taken as indicators of a stable pattern, much emphasis should be placed on homemaking and child care skills for the girls in the junior and senior high level classes. The homemaking skills should be integrated into the established areas of curriculum.

FINDINGS

Three basic assessments were made of the seventeen teachers of E.M.R. classes in the three project counties. The teachers provided data on information and self-appraisal forms. In addition to the information gathered from the teachers, supervisory personnel evaluated the teachers. Finally, the curriculum specialist visited each teacher in the classroom to observe the characteristics of each one and compile a precise picture of the project teachers. It is interesting to examine the results of the information provided by the teachers, specialist, and supervisors and to make comparisons where discrepancies exist.

The average E.M.R. teacher is a married woman who received her Bachelor of Education degree from a Florida institution within the last five years. She feels confident in her ability to create warm and productive relationships with her students, and she considers herself flexible, able to work well with others and to adapt her lesson plans to unforeseen changes in circumstances. Classroom functionings are generally under her control, and she considers the example she sets for her students to be a good one. She feels least capable of planning and implementing a curriculum. The setting of goals relevant to her students' needs is a problem to her, and she does not think that she is provided enough opportunities to increase her professional knowledge.

The average teacher's philosophy of education concerning the E.M.R. reflects a desire to provide a supportive environment in which social skills and occupational competency may be fostered. Academic areas are important to her, at least in theory, only when they relate to the goals of social and occupational skills. She receives cooperation from her principal which is laissez-faire in nature as long as there is no interferrence with other school programs. The other faculty members see her in a positive light, but they generally feel that special education is mainly a "baby-sitting service," with the special education teacher being endowed with saintly qualities.

The positive comments far outweighed the negative ones on the evaluations of the E.M.R. teachers by supervisors. Generally, supervisors were pleased with the quality of the teachers. Those supervisors who did not feel the teachers were excellent or very good at least thought they were doing as well as expected considering the obstacles with which they were confronted, such as lack of certification, a very small room, or an unsympathetic principal. The physical appearance of the room and behavior management ability were the two most prominent criteria used for evaluating the teachers, although the variety of materials and their use were also considered important. The supervisors indicated to the specialist that if the teachers would evaluate and request instructional materials which might be effective in the classroom, they would try to find money in the budget for purchasing some of these materials.

The evaluation made by the specialist and the self-appraisal by each E.M.R. teacher produced many similarities. In the areas of personal characteristics and relationships with other professionals, both evaluators made positive comments. The area of subject knowledge was rated as being deficient by both the teachers and the specialist.

In evaluating classroom functioning, a majority of the teachers generally saw themselves as being incontrol of their classes. Similarly, they felt they were utilizing a variety of instructional techniques and grouping situations. The specialist, on the other hand, observed little variety in the activities in many classes. She noted that small allowance was being made for individual differences, and that in those classes with discipline problems, there was almost no use of effective behavior modification techniques. These teachers relied heavily upon verbal reprimands for obtaining improved behavior, but few used positive verbal reinforcements with any consistency. Only five teachers used any kind of token reward system, and these teachers maintained good discipline.

There was some inconsistency in one area in particular. On the self-appraisal form, the majority of the teachers checked that they felt the instructional goals they set for their students were relevant to the students' life goals. Yet, when the specialist asked the teachers what they thought the students would be doing after they had left school and what jobs they would have, very few could answer these questions.

RECOMMENDATIONS

The major recommendations concerning improvement in the quality of teaching in the E.M.R. classes are related to curriculum planning. Most of the teachers felt least confident in their curriculum planning, especially in setting goals. A complete curriculum, based on a sound assessment of community job opportunities, would provide goals and student objectives relevant to the students in each class. This curriculum would free the teacher to design classroom activities and methods of instruction for meeting the goals already given to her. Inservice training in use of the curriculum would give the teachers an opportunity to increase their professional knowledge and to share ideas for a greater variety of activities and materials used in their classrooms. A useful curriculum would complement the many positive characteristics which the E.M.R. classes and teachers already display.

Inservice training in classroom management techniques would improve discipline in those classes where the teacher cannot teach because of children with behavior problems. Verbal reprimands should be replaced by positive verbal reinforcement and, in certain instances, a token reward system.

In addition to participating in inservice meetings, the teachers should be encouraged to attend such professional organizational activities as the Council for Exceptional Children Chapter meetings. A local chapter of C.E.C. might be formed (the project counties are currently affiliated with the Alachua County chapter).

ASSESSMENT OF COMMUNITY JOB OPPORTUNITIES

FINDINGS

Based on the assessment of employment opportunities in each project county, a list was compiled of all potential employers which included not only the employer's name and his business location but also a brief summary of job activities and the personal characteristics required for successful employment. The complete list of employers in each county may be found in the Appendix.

The greatest number of employing firms in the area are in the sales category. Personal services businesses are also numerous. The number of employing firms rather than actual employment positions have been tallied. Thus, although such relatively small business concerns as beauty and barber shops are more numerous than agricultural, manufacturing, or construction companies, the larger companies would be more likely to hire a greater number of graduates from E.M.R. classes.

The following personal characteristics are of particular significance as requirements for employment. The worker is required to exhibit an ability to work independently from constant supervision or guidance, remembering correct procedures and following them without reminders. In addition, the worker must use care in those activities which pose personal hazard. Stamina and sociability ranked high in the list of desirable personal characteristics.

RECOMMENDATIONS

There would appear to be a sufficient number of employing firms in the three counties to provide at least training opportunities in the areas of employment identified. The E.M.R. teachers should make personal contacts with various employers in their local communities, explaining the types of programs they would like to conduct and enlisting the cooperation of the employers in placing students for on-the-job training. By cooperating with the local employers and school vocational counselors, and by using the curriculum developed by this project, the E.M.R. teachers should have all of the necessary resources for initiating and maintaining an effective work-study program.

Preparation for jobs in the agricultural area would be appropriate in this locale because many job positions are available with dairies, farms, and nurseries. The other area of emphasis for vocational training would be personal services. Girls, especially, will find employment opportunities in local motels and restaurants. If facilities are not planned for training students as domestic helpers or as service station workers, the senior high teachers should try to obtain equipment for use in the classroom or school so that the students will receive relevant simulated job experiences.

The findings of a survey made to discover how well former E.M.R. students performed in job situations revealed that many were unable to follow a series of verbal directions without demonstration and to maintain high efficiency in the absence of supervision. Indeed, the personal characteristic required most often for the jobs available in the three counties was the ability to work independently from constant supervision or guidance, remembering correct procedures and following them without reminders. It is obvious that these social skills must be stressed at all levels of the E.M.R. curriculum.

FINDINGS

One of the concerns of the curriculum assessment was the ratio of time E.M.R. students spent in their special education classrooms versus time spent with their peers in the regular program. Of the three counties involved in the project, only Bater indicated that all E.M.R. classes are full time. On the elementary level, all three classes are completely self-contained. The children receive music, art, and physical education, as well as lunch and library time, but all of these activities are participated in by the entire class as a group. The secondary units send their students out of the E.M.R. class from one to two hours during the day. Some E.M.R. students are enrolled in art, home economics, and clubs apart from the entire E.M.R. class, but this outward flow is only a recent trend. The elementary teachers felt that integration into some non-academic areas of the regular class would probably be accepted by other faculty members and students because they emphasize social skills rather than intellectual capacity.

Bradford County has a wide variety of class levels and structure. There are only two full-time E.M.R. classes, and these are on the elementary level, serving children in grades 2 through 6. Even though these two classes are considered full-time because the children spend more than half of a day with the E.M.R. teacher, some of these children attend activities with other classes as well. At the elementary level the E.M.R. pupils participate in art, music, physical education, lunch, and homeroom, and in many instances they are with children of other classes. The high school has a new vocational-technical building where many of the E.M.R. students attend a variety of vocationally-oriented courses. On the high school level, especially, a significant number of E.M.R. students attend many different academic classes with their peers. These subjects are mostly basic courses, geared for the "below-normal" I.Q. students. Thus, further integration of E.M.R. pupils into regular classes, if felt necessary, would not present a problem in Bradford County.

The primary and intermediate level classes in Union County are almost entirely self-contained. The E.M.R. students interact with other children when they go, as a class, to physical education, library, and cafeteria. Art and music, however, are provided to the E.M.R. class as a unit. In the high school, E.M.R. students attend classes away from the E.M.R. room in only non-academic subjects.

In many of the schools in the entire three-county area, there are few if any real differences in curriculum design between the E.M.R. program and the regular school program. In general, the E.M.R. teachers use techniques similar to those of any good regular class teacher. A few teachers utilize visual-motor-perceptual materials and the Social Learning Curriculum developed by Yeshiva University.

One curricular recommendation which pertains more to the regular school program than to the E.M.R. program is the provision of more academic classes geared to the student with a low average I.Q. If more of these "basic" classes were offered as part of the regular curriculum, some of the E.M.R. students could interact one or two of them with their peers. A [illegible] made for special class placement if the [illegible] students could be appropriate to their abilities. Some of the schools in the project could already provide services of this nature.

The problem of a diploma designed especially for special education students is not easy to solve. The best approach is probably that taken by most of the high schools. That is, a regular diploma is given, with Carnegie unit requirements being met by the modified courses offered in the E.M.R. program. By designating the diploma "Special Education," one is giving the child a label which will remain with him throughout his life in all employment situations.

The tally of class population reveals that most of the E.M.R. units are on the intermediate and senior high levels. More attention should be given to the primary and junior high levels in curriculum. The curriculum to be developed by this project will provide guidance in identifying goals and objectives for these two levels; with an efficient identification system of children requiring placement, excellent programs could be established and existing programs enhanced.

ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING

FINDINGS

In order to accomplish a thorough facilities assessment the E.M.R. teachers were asked to complete a checklist of equipment, supplies and classroom space available to them. More than half of the teachers indicated that they had the use of phonographs, television sets, tape recorders, slide projectors, movie and filmstrip projectors, screens, headsets, phonograph or tape recorder, and overhead projectors. Duplicating machines were available in every project school, and refrigerators and ice were generally accessible.

Other than jumping ropes and balls, physical skills development equipment was not in wide use. Four teachers reported having balance beams, but other motor skills equipment was either unavailable or used only when a physical education teacher took charge of the E.M.R. class for instruction which included use of this equipment. None of the teachers used a consistent physical skills development program, such as those of Kephart or Valett, and only four used Frostig materials for remediating perceptual motor problems.

Six teachers were field testing the Yeshiva Social Learning Curriculum and perhaps will be more sophisticated than the others during the field testing of the E.M.R. curriculum. In general, the E.M.R. teachers use some type of language development program, predominantly the Peabody Language Development Kit. Scientific Research Associates (SRA) materials are used by a few in language arts. Less than half of the teachers felt that the instructional materials in use meet the needs of their pupils. Several teachers would like to use some of the academic area 'kits' now on the market for teaching reading and math.

The classrooms themselves are all traditionally furnished. There is wide use of chalk, crayons, paste, construction paper, and lined writing paper, but few teachers use photographic supplies or overhead transparencies. Regarding their physical dimensions, one-third of the E.M.R. classrooms are less than 200 square feet in size. One very small room will be replaced next year by facilities in a new school. The other small rooms do not accommodate more than six or seven children at one time. Most of the remaining classrooms are over 600 square feet in size. Janitorial service, bathrooms, and playgrounds are available to all teachers. Four classrooms have bathrooms adjacent to them.

RECOMMENDATIONS

Although materials and activities for meeting objectives will not be stated in the curriculum field test books, the curriculum specialist will be able to make suggestions to the teachers based on her knowledge

ASSESSMENT OF ADMINISTRATIVE SUPPORT

FINDINGS

Organizational charts for exceptional child services outline the chain of authority in each county. The charts, together with a list of all administrators, for Baker, Bradford and Union Counties may be found in the Appendix. In general, the E.M.R. teacher is responsible to his principal concerning administrative matters and to the county coordinator of exceptional child education for some supervision. In Union County, however, final placement of students in the program and program development, itself, is directed at the district level.

On the basis of responses to the Teacher Information data sheet, one may conclude that E.M.R. teachers in the three counties fill the same role as other faculty members. In addition to working with parents, other school personnel, and community and state agencies, they supervise their assigned students and keep records of their performances. Most E.M.R. teachers serve on screening committees to evaluate referrals for their units. If the teacher considers a child ready for dismissal from the E.M.R. class, he may recommend it. Test results, together with the willingness of the regular teacher to receive the child back in the class, usually determine whether or not the child will actually be dismissed. In Bradford and Union Counties the special education teachers serve on the E.M.R. placement committee, and their signatures are required on placement recommendations for E.M.R. classes.

Most of the E.M.R. teachers reported that they attended inservice workshops arranged by county or area personnel. The Curriculum Research Education Supplementary Center (CRESC), a multi-county consortium funded by ESEA Title III, acted as the initiating agency for most of these workshops during the last three years. Some teachers also attended area meetings for the Council for Exceptional Children, and several were involved in field-testing the Yeshiva Social Learning Curriculum. Few participated in other administrative functions.

According to most teachers, their principals feel they have a difficult job because of the great number of "disruptive: children in the E.M.R. classes. Others, however, indicated that their principals don't really understand the E.M.R. program and want to keep the class operating at its maximum allowable size. The teachers generally felt that their principals allow them the same freedom for decision-making as any other teacher. The teacher is allowed to make classroom decisions and initiate instructional practices as long as school policies are not violated and other school programs are not disrupted.

In general, funds for special education services in the three counties come from the same sources as those for general educational services. Funds are generated by local, state, and federal taxation. Federal funds for the handicapped, including funds for this Curriculum Development Project, may be received from Title VI-B of the Elementary and Secondary Education Act on a competitive basis through the Department of Education. Additional funds are available from the Vocational Education Act Amendment of 1968 which provides that 10% of all vocational education money must be spent for handicapped children. Teachers, equipment, travel, or any combination of the three may be supported by money from this source.

The three counties have received funds from the E[illegible] as follows:

County	Year	Amount	Purpose
Baker	1971-72	unspecified	equipment for auto mechanics classes attended by E[illegible]
Bradford	1971-72	$5,000	equipment for secondary E.M.R., T.M.R. facility
Union	1971-72	$8,000	equipment for secondary E.M.R. facility

In 1967 the Florida legislature pledged to meet the needs of all handicapped children by 1972-73. In order to accomplish this mandate the state provided exceptional child teaching units to districts according to the priorities established by the state's Minimum Foundation Program. These units were distributed by the Exceptional Child Section of the Florida Department of Education. Allocation of units to each district was based on the ratio of total student population to state prevalence figures for the incidence of mentally retarded youth. Before this special program began, however, districts could grant their regular M.F.P. allotment (one teaching unit for every 27 students in average daily attendance) for exceptional child education. Each new exceptional child unit established in 1971 was provided $750 to assist in the purchase of equipment to establish the program. The following is a summary of units for E.M.R. and their sources of funding:

County	Units	Source of Funding
Baker	5	Exceptional Child Education
Bradford	4	Exceptional Child Education
Union	4	Exceptional Child Education

Beginning in 1973-74 units will be allocated to each district on the basis of district surveys which seek to identify the number of exceptional children enrolled in the schools.

The Department of Education also distributes funds according to proven need for the construction of facilities to house exceptional child units. The following summarizes those funds used in the three districts:

County	Year	Amount	Purpose
Baker	1970-71	$70,000	construction of a facility for secondary E.M.R.
Bradford	1970-71	$90,000	construction of facility for secondary E.M.R., T.M.R., S.L.D.
Union	1971-72	$75,000	construction of a facility for secondary E.M.R.

Each school in Baker, Bradford and Union Counties receives funds to be used for equipment and supplies in each teacher unit. Each decides on the distribution of funds for teacher supplies in his school; the needs of special education teachers are considered equally with those of any other teacher. In Baker County equipment is allocated jointly by the principals and the county staff.

For each county's total teaching units, including the E.M.R., the state provides $1720. This total includes money designated for supplemental school lunch programs. Funds are provided to the counties in a lump sum, labelled "Educational Improvement Expenses (E.I.E.)." Although used primarily for staff development and inservice education, E.I.E. funds may also enhance the exceptional child program by providing teaching units, inservice education, or materials and supplies. In Union County teachers may receive money to implement experimental programs called mini-projects, for which special education as well as other teachers are eligible to apply. In all three counties exceptional child programs share equally with other areas in receiving benefits from general fund expenditures, e.g. lunch, library, bus transportation.

Each county's philosophy of education for the exceptional child was stated in its Annual Plan for the Provision of Special Education Programs for Exceptional Children and Youth. The three philosophies had many similarities. All philosophies considered the exceptional child as an individual and emphasized his right to receive services, instruction, and programs essential to his becoming a contributing member of society. The philosophies of Baker and Bradford Counties also stated that exceptional children should be included in regular school activities as much as possible. All three philosophies may be found in the Appendix.

RECOMMENDATIONS

Most of the recommendations for administrative support center in the area of programming. The return of a child to the school's regular program should be based on the testing of the child by the E.M.R. teacher and additional psychological testing. The decision should then be supported by all teachers and supervisors concerned. Of course, preparation should be made by the E.M.R. teacher so that the child is not suddenly thrust into an unfamiliar environment. Once this preparation has been accomplished, the return of the child should not be determined by the willingness of any one regular teacher to receive him. A willing teacher must be found rather than allowing the child to remain in a program not meeting his needs.

Concerning funding, the only problem felt by teachers was the lack of knowledge of the amount they were entitled to spend for classroom materials and supplies. Each principal should clarify the expenditure of funds to his teachers. Communication between principals and teachers is essential, with the E.M.R. teacher providing most of the information concerning the class activities. Better public relations in many instances would result in more administrative support for programs recommended by the E.M.R. teacher.

ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES

FINDINGS

The project counties did not differ significantly in the school supportive services which they offered. In the area of pupil personnel services, all schools had librarians and reading teachers as part of the school staff. Deans of students and guidance counselors were found at the junior and senior high school levels. Only two of the seven elementary schools had guidance counselors. The high schools in Baker and Bradford Counties employed occupational specialists, and Bradford County High also had a vocational rehabilitation counselor who worked with E.M.R. students and graduates.

In addition to these vocational counselors and occupational specialists, the junior and senior high schools in all counties provided classes in business, shop and auto mechanics, agriculture, and pre-vocational training (at the junior high level). Bradford County was utilizing a work-study stystem in its vocational classes, with some E.M.R. students being eligible for participation. Bradford and Union Counties already had horticultural training, and Baker County was developing classes in horticulture. Baker County also anticipated initiating a work-study program within the next year.

Business services provided in all schools of the project area included school bus transportation, food service, secretaries for school staff use, and cusotidans.

Every school involved in the project had a class for the educable mentally retarded. Two schools in Bradford County, an elementary school and a middle school, also provided classes for trainable children. The services of a speech therapist were available in each county. Union County had an itinerant teacher for the gifted serving two of its three schools.

One additional special education service provided to one school in Baker and one school in Union County was involvement in the Title III Prescriptive Curriculum in Physical Education for the Mentally Retarded. Teachers of these two classes were members of the project's steering committee, and their students were involved in physical skills testing during the first half of the school year.

RECOMMENDATIONS

The school supportive services available in all schools having an E.M.R. program are, for the most part, adequate. Although most high schools employed occupational specialists and vocational counselors, every high school should have a teacher or counselor who could work with the E.M.R. teacher to establish an effective work-study program. The curriculum to

be developed by the project includes in its objectives the employment of each high school student at a job in his community. Cooperation between the vocational and E.M.R. classes and teachers would make a work-study program more successful.

The addition of services for emotionally disturbed children might be considered in those schools identifying sufficient numbers. The Summary of Target Population contains a more detailed description of findings related to this area of special education.

ASSESSMENT OF LOCAL AGENCIES' SUPPORT

FINDINGS

Medical services were made available to all schools through clinics staffed by the Health Department in each county. In addition to a county clinic, a school nurse visited each school, caring for minor problems and making referrals to the clinic. Hearing and vision screening were performed in each school, usually by the speech therapist and nurse.

A variety of welfare services were available in the counties. Attendance officers or aides make reports of absences, but in many cases they also offer family assistance which might remedy some of the causes for absences. Protective service workers were active in Bradford and Union Counties. As of January 1, 1972, welfare recipients in all three counties were allocated food commodities. Later, the counties switched to a food stamp program.

Part of the non-profit organizational support for the E.M.R. program, as well as for other programs in the schools, came from P.T.A. organizations. Of the twelve schools in the project, four did not have a P.T.A., indicating that there is little parental support for school activities in general in these four schools. Six teachers reported no involvement and three teachers, very little involvement in school activities by the parents of E.M.R. students. Of the seventeen teachers in the project, only four felt that the parents of E.M.R. students reflected participation in school activities equal to that displayed by parents of other children.

In addition to the P.T.A., churches and men's clubs were available to give support to school programs. Civitan, Rotary, and Lion's Clubs were the major non-profit service clubs in the three counties. Finally, the local county teachers' associations provided special project support in all three counties.

RECOMMENDATIONS

Active parental support of the E.M.R. program is a valuable asset in any school. When the interest from parents in school activities in general is minimal, as in many of the schools in the project counties, it is especially difficult to obtain participation in the special class' functions. This is an important concern for the E.M.R. teacher, however, who should make a concerted effort to involve parents as much as possible in E.M.R. class activities. Not only will the parents gain a more realistic understanding of the problems and capabilities of their children, but also they will be available to provide both material and attitudinal support for the E.M.R. program.

Although many resources for E.M.R. teachers exist in all three counties, the teachers seem unaware of their extent. An orientation to all of the service clubs and non-profit organizations in each county should be provided so that the teachers may know where to ask for assistance.

APPENDICES OF SUPPORTING DATA

I. ASSESSMENT OF TARGET POPULATION

ASSESSMENT INFORMATION

I. I.Q. Scores
   A. Below 50
   B. 50-55
   C. 56-60
   D. 61-65
   E. 66-70
   F. 71-75
   G. 76-80
   H. Above 80
   I. Unknown

II. Male/Female Ratio

III. Chronological Age Range
   A. Below 6
   B. 6-7
   C. 8-9
   D. 10-11
   E. 12-13
   F. 14-15
   G. 16-17
   H. Above 17

IV. Tests used for Admission
   A. Slosson
   B. WISC
   C. French Pictorial
   D. Stanford Binet
   E. California Mental Maturity
   F. Chicago Non-Verbal
   G. WAIS
   H. Peabody Picture Vocabulary Test
   I. Wide Range Achievement Test
   J. Otis-Lennon

V. Year Admission Test was Given
   A. Before 1968
   B. 1968
   C. 1969
   D. 1970
   E. 1971
   F. Unknown

| | BAKER COUNTY | | |

MALE/FEMALE RATIO OF STUDENTS IN E.M.R. CLASSES

	Male	Female	Ratio Male:Female
Total E.M.R. Population	[illegible]	[illegible]	3:2
Total Primary/Intermediate Levels Population	62	46	4:3
Total Middle School/Junior High Population	28	11	2:1
Total High School Population	49	32	8:5
Baker County (Total Population)	36	34	1:1
Bradford County (Total Population)	77	43	9:4
Union County (Total Population)	22	12	2:1

TALLY SHEETS

SOCIAL COMPETENCIES SCALE
CHILDREN, AGES 3 - 12

Check the skills which the child consistently demonstrates.
(Number tally based upon population of 73*)

I. Independent Functioning

A. Eating Skills

69 1. Feeds self with spoon and fork - neatly.
39 2. Uses table knife for cutting or spreading.
34 3. Uses knife and fork correctly and neatly.
10 4. Able to order a complete meal in restaurants.
69 5. Drinks without spilling, holding glass in one hand.
66 6. Eats soups and solids equally well.
42 7. Chews food with mouth closed.
30 8. Does not talk while eating.
39 9. Uses napkins properly.
63 10. Eats without dropping food on the floor.
62 11. Does not play with food.

B. Bathroom and Cleanliness

67 12. Never has toilet accidents.
69 13. Washes hands without help, using soap.
60 14. Flushes toilet after use.
53 15. Washes face alone using soap.
47 16. Dries self (well) alone.
52 17. Able to adjust water temperature without help.
44 18. Keeps self clean without being reminded (skin, nails, underwear reasonably clean).
31 19. Applies tooth paste and brushes teeth, preferrably with up and down motion.
55 20. Has good posture when standing, sitting, and walking.
32 21. Combs and brushes hair well.
55 22. Knows the difference between clothing for varying functions and weather conditions.
58 23. Puts on clothes without help (buttons, zips, snaps, buckles, ties).
59 24. Able to take off clothes without assistance.
42 25. Able to tie and untie shoes alone.
56 26. Can hang up clothes unaided.

C. General Independent Functioning

59 27. Can go several blocks from school or home without getting lost.
69 28. Can find his way around the school building without getting lost.
21 29. Able to place local telephone calls without assistance.
8 30. Able to use a pay phone.
1 31. Able to use a telephone directory alone.
33 32. Can answer a telephone politely and take a message.
40 33. Knows how to deal with simple injuries, e.g., cuts and burns.
57 34. Can go to a shop and specify one item.
56 35. Can be sent on simple errands without a note.

*Some teachers did not participate; others did not complete each item for those students evaluated.

II. Physical Development

69 36. No difficulty seeing (with or without glasses).
70 37. No difficulty hearing (with or without hearing aid).
54 38. Able to balance on "tiptoe" while bending forward.
49 39. Able to stand on "tiptoe" for ten seconds.
64 40. Stands without support for ten or more minutes.
68 41. Sits unsupported and with good posture.
71 42. Walks unaided.
70 43. Walks up and down stairs unaided.
64 44. Can hop and skip.
65 45. Able to jump by lifting both feet off the ground simultaneously.
68 46. Can catch a ball.
63 47. Can throw a ball overhand.
68 48. Can run without falling often.
65 49. Not spastic.

III. Sociability

61 50. Uses phrases such as "please" and "thank you".
46 51. Talks pleasantly during meals.
44 52. Talks to others about sports, family, group activities, etc.
58 53. Listens and can be reasoned with verbally.
59 54. Is willing to help if asked.
49 55. Offers assistance to others.
52 56. Does helpful things for others.
58 57. Wishes to please others.
42 58. Shows interest in the affairs of others; is not indifferent.
40 59. Takes care of others' belongings.
41 60. Seems considerate of others' feelings.
65 61. Knows the names of many people around him.
51 62. Plays cooperatively or competitively with others in group games.
42 63. Is an active and eager participant in group activities.
47 64. Shares with others (material possessions).
49 65. Is not overly jealous of the teacher's or aide's time when he/she is helping another person.
51 66. Takes turns.
38 67. Is not overly dependent upon the teacher (is not at the teacher's elbow constantly).
42 68. Does not always have to be made to do things; has a sense of self-direction.
21 69. Able to organize leisure time adequately, e.g., hobbies, watching television, listening to phonograph, etc.

IV. Responsibility

58 70. Will pay attention to a task for at least fifteen minutes.
35 71. Is able to complete a task without constant encouragement.
34 72. Associates time on clock with various actions and events.
55 73. Arrives on time for scheduled appointments, activities, school, etc.
36 74. Very dependable - always takes care of personal belongings.
37 75. Makes a special effort to carry out responsibility; one can be reasonably certain that the assigned act will be performed.
44 76. Is a careful worker, not "sloppy" or careless.
33 77. Stays with the task without frequent redirection.
45 78. Never leaves place of required activity without permission.
62 79. Is not absent excessively from routine activities (school).
67 80. Returns to places where he is supposed to be after leaving, e.g. going to toilet, running errand, etc.

TALLY SHEETS

SOCIAL COMPETENCIES SCALE
ADULTS, AGES 13 OR OLDER

Check the skills which the adult consistently demonstrates.
(Number tally based upon population of 51*)

I. Independent Functioning

A. Eating Skills

36 1. Feeds self with spoon and fork - neatly.
36 2. Uses table knife for cutting or spreading.
36 3. Uses knife and fork correctly and neatly.
[illegible] 4. Able to order a complete meal in restaurants.
[illegible] 5. Drinks without spilling, holding glass in one hand.
[illegible] 6. Eats soups and solids equally well.
36 7. Chews food with mouth closed.
34 8. Does not talk while eating.
[illegible] 9. Uses napkins properly.
34 10. Eats without dropping food on the floor.
34 11. Does not play with food.

B. Bathroom and Cleanliness

35 12. Never has toilet accidents.
32 13. Washes hands and face with soap and water at appropriate times.
35 14. Able to adjust water temperature when necessary without help.
35 15. Flushes toilet after use.
32 16. Bathes regularly.
33 17. Keeps self clean without being reminded (skin, nails, underwear reasonably clean).
32 18. Does not have strong body odor.
32 19. Applies toothpaste and brushes teeth with up and down motion.
31 20. Teeth are clean and without unreasonable amount of decay.
13 21. (For females) Cares for self completely for menstruation without assistance or reminder.
33 22. Has good posture when standing, sitting, and walking.
32 23. Clothes fit properly.
32 24. Clothing is clean, pressed, and in good condition.
33 25. Chooses appropriate clothing for formal and informal occasions, work and play, and various weather conditions.
32 26. Able to dress and undress unassisted.
33 27. Combs and brushes hair well.
34 28. Does not wear an unusual or extreme hair style.
32 29. Uses a moderate amount of perfume or makeup, (men - hair oil or cologne) when he/she wears it.
30 30. Shaves frequently (women - shaves legs or underarms frequently).
31 31. Wipes and polishes shoes when needed.
31 32. Hangs up clothes or puts clothes away without being reminded.
34 33. Can tie and untie shoes alone.

*Some teachers did not participate; others did not complete each item for those students evaluated.

C. General Independent Functioning

33 34. Knows his way around the immediate community without getting lost.
27 35. Able to ride on train, plane, or long-distance bus independently.
29 36. Able to use the telephone directory.
30 37. Can place calls from a pay telephone as well as private telephone.
29 38. Answers telephone politely and takes message.
30 39. Knows postal rates, can buy stamps from Post Office.
27 40. Knows how to deal with simple injuries, e.g., cuts, burns, and knows the values of various common medications.
27 41. Knows how and where to obtain a doctor's or dentist's help.
26 42. Knows about welfare facilities in the community.
27 43. Is able to use banking facilities.
31 44. Makes change correctly up to one dollar in coins and twenty dollars in bills.
30 45. Shows some ability for budgeting money.
29 46. Can go to several shops and specify different items.
35 47. No major physical disabilities which hamper normal independent functioning.

II. Sociability

28 48. Uses phrases such as "please" and "thank you".
30 49. Is sociable and talks pleasantly at meals.
31 50. Talks to others about sports, family, group activities, etc.
26 51. Can talk another back into good humor.
30 52. Listens and can be reasoned with verbally.
26 53. Fills in main items on application form reasonably well.
32 54. Is willing to help if asked.
24 55. Offers assistance to others.
25 56. Does helpful things for others.
32 57. Wishes to please others.
30 58. Shows interest in the affairs of others; is not indifferent.
27 59. Takes care of others' belongings.
25 60. Directs or manages the affairs of others when needed.
27 61. Seems considerate of others' feelings.
29 62. Is well informed about others, e.g., classmates, neighbors, etc.
29 63. Plays cooperatively or competitively with others in group games.
25 64. Initiates group activities (leader and organizer).
28 65. Participates in group activities spontaneously and eagerly (active participant).
29 66. Takes turns.
27 67. Shares with others (material possessions).
25 68. Does not try to tell others what to do (in a bossy manner).
26 69. Does not demand service from others.
26 70. Does not push others around or cause fights.
32 71. Is not given to throwing tantrums.
25 72. Does not manipulate others to get them in trouble.
25 73. Does not interfere with others' activities, e.g., blocking passage, grabbing play equipment, etc.
26 74. Does not use verbal threats of others or hostile language, e.g., "stupid jerk", "idiot", etc.
34 75. Is not overly jealous of the teacher's or aide's time when he/she is helping another person.

29 76. Able to organize leisure time adequately, e.g., hobbies, watching television, listening to phonograph, etc.
29 77. Does not exhibit inappropriate interpersonal manners.
29 78. Respects person in authority.

III. Responsibility

29 79. Is never late for scheduled appointments, activities, school, etc.
30 80. Returns to places where he is supposed to be after leaving on an errand, going to toilet, etc.
28 81. Does not disrupt a group activity by talking about unrelated topics, making loud noises, or acting up.
31 82. Will pay attention to a task for more than fifteen minutes.
33 83. Can tell time well enough to meet appointments.
29 84. Is never late for work without good reason.
25 85. Never leaves work station without permission.
28 86. Is a careful worker, not "sloppy" or careless.
28 87. Very dependable - always takes care of personal belongings.
27 88. Makes a special effort to carry out responsibility; one can be certain that the assigned task will be performed.
27 89. Stays with the task without frequent redirection.

IDENTIFY POPULATION OF PUPILS
NO LONGER IN E.M.R. PROGRAM

BAKER COUNTY

Izell Smith	Returned to regular classes; functioning well. Immature social behavior.

BRADFORD COUNTY

Gloria Baker Shirley Cain Paul Cohens Cary Corbitt Byron Flowers Emmanuel Hampton Harold Hankerson James Hutchinson Jimmy Jones Ronald Mitchell Hembrick Morris Michael Perkins Thomas Starling Buddy Webb James Williams Kenneth Williams	All students returned to regular classes; functioning adequately.

UNION COUNTY

Tyrone Stoutamire	Back in regular classes at the middle school. Does "o.k." in those classes (according to the guidance counselor); his main problems are inappropriate social responses; last year they had trouble with him because he kissed the girls all the time, and he was known to be a real extortionist with the other students.
Edwin Holder	Now back in regular classes at the high school; reading problems are the basis for his poor grades. His parents have done too much for him, even to the extent of doing his homework for him (according to the attendance aide). Needs to be more independent.

GRADUATES

Bradford County

Joseph Gunter	Employed at Owen-Joist Steel Co. - steel cutter
Freddy Rowe	Employed at Ralston Purina Company

ASSESSMENT OF JOBS OF POPULATION
NO LONGER IN E.M.R. PROGRAM
WHO ARE EMPLOYED

BAKER COUNTY

Roland Bryant	Works on a garbage truck, Glen St. Mary
Marcus Young	Works at Gro-Plant Nurseries

BRADFORD COUNTY

David Sellers	Employed at Bradford County Government Surplus Warehouse
Isaac Turner	Working on construction crew

GRADUATES:

Joseph Gunter	Employed at Owen-Joist Steel Co. - steel cutter
Freddy Rowe	Employed at Ralston Purina Company

UNION COUNTY

None

REPORT DROP-OUT RATE OF PUPILS WHO LEAVE
BEFORE COMPLETING AN E.M.R. PROGRAM

BAKER COUNTY

Johnny Johnson	Moved to Live Oak

BRADFORD COUNTY

Arthur Bellamy	Withdrawn
Clara Berry	Withdrawn - Home with child
Francis Broskey	Withdrawn - Moved from area
Roosevelt Carroll	Withdrawn
Betty Jane Cashmore	Withdrawn - Attending night school
Linda Dell	Withdrawn - Married
Michael Denison	Withdrawn
Terry French	Withdrawn
Larry Green	Withdrawn - Moved from area
Tommy King	Withdrawn
Henry Nichols	Withdrawn - Attending Clay High School
Lynn Silcos	Withdrawn
Joseph Whittle	Withdrawn

UNION COUNTY

Jeannie Douglas	Married - Now lives in Lake City
Dianne Gibson	Married
Alfred E. Griggs	Moved from area
Ruth Merle Holmes	Moved from area
Bruce Nichols	Drops out of school regularly; then he will stay at home until his dad kicks him out and tells him to get a job. He hitch-hikes into town, sits around a "Jiffy Store" while trying to get a job; then he will decide to go back to school until the cycle starts again.
Janice Watkins	Married
Kenny Wood	Parents were teachers; moved with them. Believe he is in a "special" school in Texas at the present. Parents are teaching in Live Oak.

SUMMARY AND CONCLUSIONS OF PUPIL ASSESSMENT

Services from the Department of Special Education at the University of Florida were contracted to test a random sample of pupils in Baker and Union Counties in concordance with Phase I of the Title VI-B Curriculum Project. The purpose of the testing was to obtain additional information concerning the curricular needs of the mentally retarded within the tri-county project. The following represents a description and the results of this assessment.

A. Tests Utilized
   1. Wechsler Intelligence Scale for Children
   2. Peabody Picture Vocabulary Test
   3. Wide Range Achievement Test
   4. Illinois Test of Psycholinguistic Abilities
   5. Basic Concept Inventory

B. Procedure

A stratified random sample of pupils from Baker and Union Counties was selected so that varying age groups would be represented. This sample was drawn from pupils presently placed in special classes and pupils who have been referred for special class placement. Each pupil was administered the educational and intellectual tests appropriate for his age levels. (Note: The purpose was not to determine placement of pupils, but rather to identify strengths and weaknesses of each pupil and hopefully draw some conclusions concerning the curricular needs of the special education program.

C. Findings
   1. Wechsler Intelligence Scale for Children.
      a. A significant number of pupils scored higher on the performance section of the test than on the verbal portion. This concurs with the profile of pupils who have language deficiencies and who are frequently labelled "disadvantaged."

      b. A significant number of pupils tested were Negro. This, again, calls attention to the probability of language differences and the resultant label of "disadvantaged."

      c. A significant number of children scored within the intellectual range of retarded on both performance and verbal tests of intelligence. This essentially means that most of these pupils meet the state requirement for placement in special education.

   2. Peabody Picture-Vocabulary Test.
      a. This test proved to be reliable when compared to the verbal score on the WISC but not with the performance score. This essentially means that the PPVT is primarily a language-based test. In addition, the results of this test add strength to the discussion of the language deficiencies shared by a significant number of the pupils tested.

3. Wide Range Achievement Test.

   a. A significant number of pupils proved to be deficient in the areas of reading, spelling, and arithmetic when compared with their peers of the same chronological age. This is not surprising when considering the fact that their mental ages were less than average.

   b. A significant number of pupils scored as much as 1 or more grade levels below the level of achievement expected on the basis of their mental age. Mental age is considered the best predictor of academic success. However, these pupils scored significantly lower than the levels of achievement predicted for them.

   c. A significant number of pupils scored better on the arithmetic section of the test than on the reading and spelling sections. This, again, points to the language problems of these pupils.

4. Illinois Test of Psycholinguistic Abilities
   (Subtests used - visual closure and auditory closure)

   a. A significant number of pupils scored at levels commensurate with their mental ages on the visual closure subtest, but significantly lower than expected on the auditory closure subtest. This essentially means that the pupils tested with the ITPA were doing well visually but not auditorially.

5. Basic Concept Inventory

   a. A significant number of pupils had obtained a level of concept orientation that would permit them to achieve at a level commensurate with their mental age.

   b. Most, although not a significant number, of the pupils scored lower on the language concepts than on the non-language symbol concepts.

D. Summary and Conclusions

1. If the self-contained class is to be used for a population comparable to the ones tested, the curriculum should initially emphasize language development. Teachers should encourage, accept, and build on the multiple response concept rather than dwelling on specific responses. (Divergent responses emphasized - convergent responses minimized initially).

2. The curriculum should definitely reflect a vocational rather than an academic orientation. This is not to say that academics should not be stressed, but rather that academics should be directly applicable to vocational success. In other words, arithmetic should pertain to the development of concepts concerning money, time, measurement, and life-like problem solving rather than the formal computations of addition, subtraction, multiplication, and division.

3. At the junior high and high school levels, major emphasis should be placed on work-study experiences rather than remediation of academic achievement deficiencies. The total curriculum should reflect a gradual change from vocationally-oriented academics to intensive work experience.

4. The results of this testing program indicate a need for a qualified person to cooperatively work with mainstream teachers as a resource teacher. This person would work with pupils who do not require special class placement but need special and individual assistance in specific academic areas. Children would come to the resource teacher for remediation of learning difficulties or for enriched experiences in deficient areas, with the teacher in some instances prescribing work which might be carried out in the regular classroom. Of the children tested for project purposes, two in particular should receive this kind of service rather than E.M.R. class placement. On the basis of the large number of other children referred for special education services, it can be generalized that a substantial number of pupils presently in the schools' mainstream activities could benefit from a resource-room setting of the type described.

II. ASSESSMENT OF TEACHERS

SUMMARY OF TEACHERS OF E.M.R. CLASSES

BAKER COUNTY

Baker County High School
Mrs. Catherine O'Brien
Mr. David O'Brien

Glen Elementary School
Mrs. Ruby King

Macclenny Elementary School
Mrs. Nan Bowen

Sanderson Elementary School
Miss Ann Lanier (resigned 12/71) Replacement - Miss Marianna Newsome

BRADFORD COUNTY

Bradford High School
Mrs. Irene Jelson
Miss Linda Rockwell

Bradford Middle School
Mr. James O'Neal

Hampton Elementary School
Mrs. Jean Clark

Lawtey Elementary School
Miss Willie Mae Randolph

Southside Elementary School
Mrs. Yvonne Long
Mrs. Linda Lucas

Starke Elementary School
Mrs. Mellonease McDonald

UNION COUNTY

Lake Butler Middle School
Mrs. Sharon Minshew
Mrs. Janice Snodgrass

Union County High School
Mrs. Deanna Dodson
Mr. Geoffrey Grant (resigned 12/71) Replacement - Miss Helene Hoffman

TALLY SHEET

TEACHER INFORMATION

(Number tally based on population of 17*)

1. What was your last degree and when did you receive it?

Bachelor's Degree - 13	1950-60 - 5	In-state college - 11
Master's Degree --- 4	1960-65 - 1	Out-of-state college - 6
	1966-71 -11	Teaching out of field -4

2. Briefly state your philosophy of education concerning the educable mentally retarded.

Provide understanding and supportive atmosphere	2
Provide tools for coping in social interactions	5
Develop to potential in academic skills	4
Prepare student to be self-supporting	3
Help child reach his "potential"	3
"They have the same needs as normal kids"	1

3. Briefly list your sequence of goals or objectives for this year. That is, what do you hope to accomplish with your E.M.R. class in terms of academic, vocational and/or social skills?

Academic areas skill development (reading, math, science)	12
Social areas skill development	10
Leisure and self-expression activities (art, music)	1
Physical development	1
Job orientation	4

4. What kinds of meetings do you attend that pertain to your role as an E.M.R. teacher?

C.E.C. meetings and conventions	7	
CRESC workshops	9	
Yeshiva	6	
Local special education meetings	5	(all Bradford County)
None	1	
Observations	4	

5. How do you feel the administrators regard you in your role as an E.M.R. teacher? (You might include your ideas about how much decision-making power you have, their general opinion about special education, and any other indications of administrative attitudes.)

Cooperative	7
Laissez-faire as long as no interferrence with other programs	6
Need more special education, there are "so many" E.M.R. kids	1
Not much understanding of E.M.R. program	3
No comment	1

*Some teachers made more than one response to some questions.

6. How do you feel the other teachers on your faculty regard you in your role as an E.M.R. teacher?

Positive	5
Negative	2
No feelings either way	1
"Babysitter"	3
Saintly	2
"They feel sorry for me"	2
Social reformer	1
Remedial teacher	1

TALLY SHEETS

TEACHER SELF-APPRAISAL[1]

Read the following statements. Put a check under the column you feel best applies to you.*

Key

Column (1) = I Do Very Well
Column (2) = I Do Fairly Well
Column (3) = I Do Adequately
Column (4) = I Need Improvement
Column (5) = Doesn't Apply

You feel that you:

	Columns				
	(1)	(2)	(3)	(4)	(5)
1. Create a warm and supportive environment in which each individual can feel accepted.	8	5	2		
2. Influence individuals to perceive that it is worthwhile to accept each other.	6	6	2	1	
3. Influence student-to-student relationships based upon a realistic understanding of each other.	4	8	2	1	
4. Make the effort to see each individual as he really is.	8	5	1	1	
5. Communicate the feeling that each individual is of worth.	8	6	1		
6. Communicate the feeling that each individual can develop more worth.	8	6	1		
7. Communicate a feeling of trust.	4	8	3		
8. Know what your trusting behaviors are (know how you communicate a feeling of trust).	3	6	3	1	
9. Influence students to express themselves in real ways.	4	9	2		
10. Perceive yourself as an adequate person.	7	5	2		
11. Are careful not to tune people out.	5	9	1		
12. Listen well.	8	7			
13. Realize that you cannot get another person's view while you are expressing your own.	6	9			
14. Are aware of the effects of your non-verbal behavior upon students.	5	7	1	1	
15. Are able to relate your classroom instruction to your students' real concerns and experiences.	3	7	5		
16. Influence students to become more aware of their values.	3	8	3	1	

*Fifteen of the 17 project teachers completed the self-appraisal - Two had taken leave from teaching duties for health reasons.

TALLY SHEETS
TEACHER SELF-APPRAISAL

	Columns				
	(1)	(2)	(3)	(4)	(5)
17. Help your students to set goals for their lives which are based upon realistic expectations.	4	5	5		
18. Enhance your students' powers of sensing.	2	6	6	1	
19. Influence your students to know when to be dependent upon others.	4	7	3	1	
20. Are confident in your own use of language.	7	6	1	1	
21. Are a good model.	6	6	3		
22. Use stated goals to guide you in the selection of curriculum content.	4	4	5	1	
23. Relate the goals in your curriculum to the school's overall goals.	4	4	3	2	
24. Challenge your students without overwhelming them with your curriculum content.	3	5	5	2	
25. Are familiar with a wide variety of methods from which you can choose as you manage students, content, time, space, media.	5	3	3	3	
26. Use methods related to your life style.	5	5	2		
27. Are acquainted with the techniques of behavior modification (i.e. precision teaching, operant conditioning, enhancement of self-concept, etc.)	7	3	1	4	
28. Are successful in managing groups of various sizes.	5	3	7		
29. Are able to engage in cooperative teaching.	6	3	4		
30. Use a wide range of media in your teaching.	4	5	6		
31. Get things done within planned time.	2	7	2	4	
32. Are flexible in the use of time.	2	8	3	1	
33. Maintain good discipline in the classroom under normal conditions.	6	7	2		
34. Receive adequate stimulation to develop professionally.	4	6	4		
35. Maintain open channels of communication with your supervisors.	4	6	5		
36. Participate in functions of the school not necessarily related directly to Special Education.	5	5	5		

[1]The Teacher Self-Appraisal Form contains items that were found in a research bulletin published by the Florida Educational Research and Development Council. The title of this bulletin is "Social Dimensions of the Self as an Open System: A Curriculum Design - Strategies for Implementation." The author, Virginia M. Macagnoni, a professor in the College of Education, University of Georgia, copyrighted her research findings in 1970.

Dr. Macagnoni presented her Teacher Self Evaluation Criteria in five parts. Each part represented criteria she had collected from numerous sources. Persons wishing to study the entire assessment form may find it on pages 34-40 of FERDC bulletin, Volume 5, Number 2, Summer, 1969.

Some items on the form were composed by the E.M.R. specialist.

TALLY SHEETS

TEACHER APPRAISAL*

General Information - - - E. M. R. Class
(Completed by the E.M.R. Specialist)

1. What is the general atmosphere in the classroom? Are the students happy? What is going on?

Restless students	6	Warmth	4
Teacher-centered activities	4	Appropriate level activities	3
Verbal reprimands	5	Good rapport	5
Work on inappropriate level	4	Interest in work by students	6
No variety in materials	3	Attractive room	2
Inappropriate class goals or materials	5	Students said they like the class	10
Students unmotivated	3	Students unhappy with class	3
Ineffective use of free time	4		
Noisy	2		

2. What kinds of jobs do the teachers anticipate the pupils being able to find when they leave school, if any?

Custodial	11	Motels	3
Gas station attendant	5	Cooks	3
Housewife	6	Lumber industry	3
Pants factory	2	Nurseries	3
Farm helper	1	Construction	1
Meat packing	4	Auto work	2
Agricultural work	3	Pecan work	1
Small motor work	2	Hospital	1

3. What is the prevailing instructional mode of the teacher?

Total class instruction	10	Small Groups	4
Lecture	7	Games	1
Individual direction	5		

4. What are the differences between the E.M.R. program activities and the regular program activities?

Smaller class	4	More materials	2
"Watered-down" regular curriculum approach	10	Smaller room	4
More individualized	3	Stress on perceptual-motor skills	1
Reward system	5	Not as good as regular class	2
Social development curriculum used	6		

*Number tally based on population of 17. Most teachers were described by more than one statement.

TALLY SHEETS*

TEACHER APPRAISAL[2]

	Acceptable	Needs Improvement	Not Observed
A. WORK PLANNING AND EXECUTION			
1. Are his plans in evidence?	4	6	7
2. Are his plans adaptable to changing circumstances?	8	2	7
3. Are his objectives clear?	9	6	2
4. Is the content of instruction up to date and accurate?	16		1
5. Does the material meet a variety of individual differences?	7	10	
6. How well does he give instructions?	14	3	
7. Are the methods appropriate to the learner goal?	10	7	
8. Does he use a wide variety of teaching media?	9	7	1
9. Does he have a wide variety of methods from which he can choose as he manages students, content, time, space, media?	5	9	3
10. Are materials correlated with learning activities--coordinated in scope and function?	14	3	
11. How well does he give assignments?	14	3	
12. How well does he follow through to assure the assignments are carried out?	14	3	
13. Is there a good balance of different activities, such as motor (physical) development, academics, social skills, vocational training?	7	8	2
14. Is consideration given to learning activities outside of the confines of the classroom?	6	8	3
15. Does he relate content of material to the pupils' real concerns in their world?	6	10	1

*Number tally based on population of 17.

[2]Some items on the Teacher Appraisal Form were taken from the same source as the Teacher Self-Appraisal (see Footnote 1). Other items were composed by the E.M.R. specialist.

B. RELATIONSHIPS	Acceptable	Needs Improvement	Not Observed
1. Students: How well does he -			
a. Encourage pupil-pupil help?	7	8	2
b. Encourage new forms of pupil self-expression?	3	6	8
c. Encourage pupil discipline by using a variety of effective behavior control techniques?	5	9	3
d. Encourage pupils to accept themselves and others in a variety of situations?	3	7	7
e. Encourage pupil self-motivation?	8	6	3
f. Involve all pupils in classroom activities?	10	7	
g. Appraise and constructively criticize pupils?	13	3	1
h. Demonstrate a positive attitude toward his pupils?	12	4	1
i. Encourage pupil self-understanding of his assets and liabilities?	3	5	9
j. Admit own error?	7	2	8
k. Create interest in and enthusiasm for the subject?	11	5	1
l. Acknowledge and reward appropriate student responses?	14	2	1
m. Reward divergent thinking?	7	3	7
n. Use rewards and punishment consistently?	6	3	8
o. Establish appropriate reward and punishment contingencies?	5	4	8
p. Provide enough progress checks so that a pupil knows where he is going?	7	4	6
2. Others: How well does he -			
a. Cooperate with others as a "member-of-the-team"?	10	3	4
b. Demonstrate a constructive attitude toward his work?	14	3	
c. Demonstrate a constructive attitude toward parent-community activities and relationships?	11	1	5

	Acceptable	Needs Improvement	Not Observed
C. CLASSROOM FUNCTIONING			
1. Within limits available, is the room "decoration" appropriate for the variety of disabilities among the pupils (e.g., stimulating for the retarded, neutralized for brain-damaged, modified for physically handicapped)?	9	8	
2. Does the general atmosphere in the room encourage student self-expression?	8	9	
3. Is there a variety of facilities appropriate for the age, sex, interests of the pupils?	6	10	1
4. Does the teacher provide for effective transition from one activity to another?	6	9	2
5. Is the teacher successful in managing groups of various sizes?	10	3	4
6. Is a majority of pupil behavior task-oriented?	13	4	
7. Does the teacher maintain a record of pupil performance?	11	1	5
8. Is most of the activity pupil centered?	12	5	
D. KNOWLEDGE			
1. How good is his command of the subject matter?	14	3	
2. How well does he keep up-to-date in trends, methods, materials in Special Education?	11	6	
3. Is he a consumer of research?	1	10	6
4. How well does he organize and apply his knowledge?	11	4	2
5. How well does he review major ideas throughout the lesson and relate present learning experiences to previous and future experiences?	11	2	4
6. How well does he capitalize on his own unique style and human properties?	8	7	2

E. PERSONAL CHARACTERISTICS	Acceptable	Needs Improvement	Not Observed
1. Is his appearance such that it is not distracting to the pupils nor does it interfere with the class functioning?	17		
2. Does he have a sense of humor?	16	1	
3. Has he demonstrated a high degree of dependability (punctuality and attendance)?	6		11
4. Does he have due consideration for the rights, feelings, and welfare of others?	15	1	1
5. Is he able to handle constructive criticism and praise equally well?	14	3	

SUPERVISORY EVALUATION TALLY
(Completed by County Supervisors*)

Positive Comments	# Times Comment Made
Outstanding teacher	3
Good teacher	4
Uses a variety of media and methods	6
Individualizes	3
Attractive classroom	1
Flexible, willing to make changes	2
Cooperative	2
Relates well to children	5
"Doing as well as can be expected considering the obstacles"	6

Negative Comments	
Lacks understanding of students	1
Does not use a variety of media or methods	2
Cluttered, unattractive classroom	4
Problem maintaining discipline	2
Sensitive to criticism	1

*Supervisors evaluated 17 teachers - total of those involved in project.

III. ASSESSMENT OF COMMUNITY JOB OPPORTUNITIES

SUMMARY TALLY OF PERSONAL CHARACTERISTICS
REQUIRED FOR POTENTIAL EMPLOYMENT AS STATE

Description of Characteristic	Number of Times Indicated
Self-expression - Communicate [illegible] question	8
Sociability - Interact with [illegible]	[illegible]
Work Independence - Work without supervision of [illegible]	[illegible]
Appearance - Cleanliness, good mannerisms, neatness [illegible] appearance	10
Teamwork - Perform as [illegible] coordinating with others	[illegible]
Pace - Perform at a consistent rate of speed	7
Attendance - Be reliable in attendance and punctuality	4
Simultaneity - Perform several activities at same time	5
Timing - Perform several activities, be aware of time	13
Accuracy - Perform within well-defined tolerances	16
Dexterity - Make fine manipulations, coordinated movement	3
Choices - Select among alternatives, make decisions	17
Direction - Follow procedures, instructions or directions	21
Memory - Remember locations, procedures, nomenclatures, etc.	40
Caution - Use care in activities which pose personal hazard	36
Repetitiveness - Have tolerance for monotony or repetition	9
Perseverance - Perform continuously, over normal periods	2
Stamina - Have physical stamina, strength, resist fatigue	30

SUMMARY TALLY OF COMMUNITY

JOB CLASSIFICATION[3]

A. Sales

Retail sales and services
Wholesale sales and services

B. Personal service

Restaurants
Dry cleaning
Hospitals
Motels
Beauty and barber shops
Funeral parlors
Churches
Domestic help

C. Building services

Custodial or janitorial services

D. Agriculture

Dairies and farms
Florists and nurseries

Total

E. Forestry

Pulpwood plants 5
State, Division of Forestry 1
Total 6

F. Food Products

Poultry processing plant 1

G. Manufacturing

Clothing
Metal

SUMMARY TALLY OF PERSONAL CHARACTERISTICS
REQUIRED FOR [illegible]

Description of Characteristic	Number of Times Indicated
Self-expression - Communicate, [illegible] question	8
Sociability - Interact with [illegible]	[illegible]
Work Independence - Work without supervision of [illegible]	[illegible]
Appearance - Cleanliness, good [illegible], neatness [illegible] appearance	16
Teamwork - Perform in [illegible] coordination [illegible]	[illegible]
Pace - Perform at a consistent [illegible] of speed	17
Attendance - Be reliable in attendance and punctuality	3
Simultaneity - Perform several activities at near same time	5
Timing - Perform several activities, be aware of time	13
Accuracy - Perform within well-defined tolerances	16
Dexterity - Make fine manipulations, coordinated movement	7
Choices - Select among alternatives, make decisions	17
Direction - Follow procedures, instructions or directions	[illegible]
Memory - Remember locations, procedures, nomenclatures, etc.	40
Caution - Use care in activities which pose personal hazard	36
Repetitiveness - Have tolerance for monotony or repetition	9
Perseverance - Perform continuously, over normal periods	2
Stamina - Have physical stamina, strength, resist fatigue	30

SUMMARY TALLY OF COMMUNITY JOB OPPORTUNITIES

JOB CLASSIFICATION

A. Sales

Retail sales and services
Wholesale sales and services

B. Personal service

Restaurants
Dry cleaning
Hospitals
Motels
Beauty and barber shops
Funeral parlors
Churches
Domestic help

C. Building services

Custodial or janitorial services

D. Agriculture

Dairies and farms
Florists and nurseries

Total

E. Forestry

Pulpwood plants 5
State, Division of Forestry 1
Total 6

F. Food Products

Poultry processing plant 1

G. Manufacturing

Clothing
Metal

JOB CLASSIFICATION	NUMBER OF EMPLOYING FIRMS
H. Printing Occupations	
Newspaper offices	2
I. Construction	
Building construction	3
J. Trades and services	
Garages and service stations	35
Automobile machine shops	7
Building materials and supplies	3
Total	45
K. Public service	
City maintenance and trash collection	4

[3]Job classifications are taken from the Guide to Jobs for the Mentally Retarded by Peterson and Jones and the Dictionary of Occupational Titles.

PERSONAL CHARACTERISTICS REQUIREMENTS*

The personal characteristics indicated below are to be considered the minimum personal characteristics required for employability on any job. In many job situations, many of these characteristics will be required to a greater degree. Whenever a letter code is noted on an individual Job Profile, it is considered to be somewhat crucial to successful employment in that particular job. Refer back to the master profile list for the complete description of the coded skill.

A. Self-expression - Communicate, ask for assistance, question
B. Sociability - Interact with other employees or public
C. Work Independence - Work without supervision or guidance
D. Appearance - Cleanliness, good mannerisms, neatness in appearance
E. Teamwork - Perform in close coordination with other jobs
F. Pace - Perform at a consistent rate of speed
G. Attendance - Be reliable in attendance and punctuality
H. Simulatneity - Perform several activities at near same time
I. Timing - Perform timed, scheduled activities; be aware of time
J. Accuracy - Perform within well-defined tolerances
K. Dexterity - Make fine manipulations, coordinated movement
L. Choices - Select among alternatives, make decisions
M. Direction - Follow procedures, instructions or directions
N. Memory - Remember locations, procedures, nomenclatures, etc.
O. Caution - Use care in activities which pose personal hazard
P. Repetitiveness - Have tolerance for monotony or repetition
Q. Perseverance - Perform continuously, over normal periods
R. Stamina - Have physical stamina, strength, resist fatigue

*Personal Characteristics Profile data is taken from Peterson, R. O. and Jones, E.M., Guides to Jobs for the Mentally Retarded (Revised Edition), Pittsburg, American Institute for Research, 1964.

BAKER COUNTY

APPLIANCES

Lewis' Appliances & Repairs
Macclenny

Western Auto Store
Macclenny

General Description

Assists in the receipt, delivery and display of electrical appliances which may vary from small in size and weight to very large and heavy. May also be responsible for some of housekeeping of the store. Only male workers would be appropriate.

Job Activities

Rack or shelve stock
Load & unload
General cleaning
General handyman
Run errands

Personal Characteristics

C, O, R

CUSTODIAL OR JANITORIAL SERVICES

Baker Land & Abstract Company

Baker Loan Company

Citizens Bank

Dr. Jiminez

Dr. Richard Johnson

Dr. Frank Kilgo

Dr. Watson

Ferry Insurance Company

Kirsopp Insurance Agency

Owen Chiropractic Center

George Rhoden Ins. Agency

Well's Insurance Agency

General Description

Perform regular custodial services, do yard work.

Job Activities

Sweep, vacuum, dust
Remove trash
Clean furniture
Scrub, polish floors
Clean bathrooms
Rake leaves
Sweep, clean walk
Mow lawn
Trim trees, shrubbery
Replenish lavatory supplies
Replace light bulbs using ladder
Wash windows
Wash walls

Personal Characteristics

F, M, R

DAIRIES

Register's Dairy

General Description

Assists in care of animals, assists in farm work on farms essentially concerned with milk production. Male employee.

Job Activities

Load, unload, transport
Clean up barns, buildings, yard
Cleanse milking equipment
Milk by hand
Milk by machine
Hostle
Feed & water stock
Inoculate animals
Castrate animals
Apply dehorning paste
String wire fence (minimal)

Personal Characteristics

I, M, O, R

DRUG STORES

Paul's Rexall Drugs
Macclenny

Raynor Pharmacy
Macclenny

General Description

Assists in general housekeeping & stock handling tasks in drug store. Most frequently male, particularly if major physical activity is required.

Job Activities

Personal Characteristics

FARMS

Ponsell's Farms, Inc.
J. H. Crow

General Description

Assists in farm work in multiple produce areas. Male employee - Female employee for some jobs.

Job Activities

Load, unload, transport
Clean up barns, building, yard
Hostle
Feed & water stock
Hitch & unhitch farm equipment
Plant by hand
Use common garden tools
Perform simple carpentry
Perform simple mechanical repairs
Use power garden tools
Weed by hand (minimal)
Spread mulch (minimal)
Thin young plants (minimal)
Pick vegetables (minimal)
String wire fence (minimal)
Operate farm equipment, drive tractor (minimal)

Personal Characteristics

A, C, F, L, M, O

FLORISTS

Bobbie's Florist

Coner Florist & Gift Shop

Libby's Florist

General Description

Learn how to build bases for sprays, wreaths, etc., and use the "picking" machine.

Job Activities

General cleaning
Sweep, vacuum, dust
Remove trash
Build bases for sprays, etc., with supervision
Take telephone messages (minimal)
Make local deliveries

Personal Characteristics

M, N

GROCERY STORES

Bill's Grocery

Blair & Finley Grocery

Fraser's Grocery

G & H Grocery

Glen Cash Store

Karell's

Smith's Trading Post

Thomas Brothers Grocery

Yarbrough Food Store

General Description

Perform activities in receiving, sorting and displaying a wide variety of small merchandise items.

Job Activities

Rack or shelve stock
Mark or remark stock, stamp, tag
Transport by stock cart
Sort stock, cards, etc.
Count
General cleaning
Tie w/string or rope
Wrap or unwrap packages
Load or unload
Simple reading (labels, etc.)
Sack merchandise
Clean fruits or vegetables
Seal packages, gum tape
Use telephone (minimal)
Write simple message (minimal)
Make local deliveries

Personal Characteristics

C, N, O, R

HARDWARE, FURNITURE STORES

Thrift's Hardware

Western Auto Store

General Description

Assists in the receiving, displaying and delivery of articles sold in hardware store. Assists in receipt, display and delivery of furniture. Generally appropriate for only male employee.

Job Activities

Rack or shelve stock
Load & unload
Mark or remark stock, stamp, tag
Wrap or unwrap packages
Transport by stock cart
Tie with string or rope
Simple reading (labels, etc.)
Deliver from truck
General cleaning
Spread dust covers
Make local deliveries
Count (minimal)
Take telephone messages (minimal)
Perform simple assembly (minimal)
Seal packages, gum tape
Sack merchandise

Personal Characteristics

C, O, J, N, R

MANUFACTURING

Southern Resin & Chemical Co.

General Description

Assists in preparation of ground for planting and setting out of young trees in areas where timber has been cut. Male and female.

Job Activities

Dig ditch, shovel, rake
Sort by size
Load by hand
Cut with knife (minimal)
Bundle plants
Plant seedlings
Sort by kind, quality
Clean, pick up seedlings

Personal Characteristics

F, L, M, N, O, Q, R

NURSERIES

Gro-Plant Industries

Heir's Nursery

Glen St. Mary Nursery

General Description

Assists in general activities in contracted landscaping; assists in tasks around hot house, planting and care of plants; also work on grounds. May be male or female employee.

Job Activities

Plant by hand
Weed by hand
Spread mulch
Use common garden tools
Load, unload, transport
Use power garden tools
Prune trees
Use garden sprayer (hand) (minimal)
Use tree sprayer (pump) (minimal)
Thin young plants
Open and close irrigation lines
Clean up barns, building, yard (minimal)

Personal Characteristics

C, L, O

PERSONAL SERVICES

Baker County Nursing Home

Fraser Memorial Hospital

Northeast Florida State Hospital

General Description

Assists in preparing, cooking and portioning out food in hospitals, institutions. Performs cleaning tasks in kitchen area. May assist in making up trays. Performs tasks in cleaning of patients' rooms, furniture and bathrooms. May be male or female employee.

Job Activities

Prepare foods for cooking or salads
Portion out food to plates
Make up trays according to diet list
Gather ingredients, equipment; open containers
Watch, stir cooking food; timer or clock
Mop floors, clean up breakage, spills
Prepare meat for cooking (minimal)
Prepare simple foods; coffee, eggs (minimal)
Clean stove, refrigerator (minimal)
Sort and shelve canned foods (minimal)
Scour work tables, meat block, counter
Burn trash, operate incinerator with supervision
Scrub, wax floor by hand or machine
Wash windows

(continued on next page)

Clear dishes from table, cart, tray
Sweep, vacuum, dust
Clean bathroom fixtures
Replenish supplies or linen
Remove trash
Clean with disinfectant
Clean ashtrays, cuspidors

Personal Characteristics

B, D, I, O, M

PRINTING, SMALL NEWSPAPER

Baker County Press
Macclenny

General Description

Assists in tasks related to preparation and distribution of weekly newspaper, and to do job printing. Male employee.

Job Activities

Clean rollers and platens
Fold paper
Run errands
Make local deliveries
Gather or collate papers
Stack papers (jogging)
Package or wrap
Tie with rope or string
Label
Fill machines - ink, fluid
Do binding - plastic rings
Staple, drill, feed hand press (minimal)

Personal Characteristics

C, F, N, P

PUBLIC SERVICE

Macclenny, City of

Baker County Health Department

General Description

Assists in street and highway construction, repair, cleaning, and marking; assists in activities related to trash and garbage collection. Helps in caring for recreation areas. Male employee.

Job Activities

Dig with pick and shovel
Assist in paving operations
Operate mowing equipment
Pick up trash or garbage
Operate collection trucks
Weed and care for plants
Plant trees, shrubs, flowers
Trim trees, shrubs

Personal Characteristics

C, L, O, R

RESTAURANTS

Turkey Creek Restaurant

Caprice Restaurant

Blue Haven Restaurant

General Description

Assists in the preparation and cooking of food. Performs activities in cleaning and shelving of dishes and utensils, wash dishes, general cleaning. Male or female employee.

Job Activities

Prepare vegetables, fruits for cooking or salad
Gather ingredients, equipment; open containers
Watch, stir cooking food; timer or clock
Make sandwiches
Wrap food for carry-outs
Store or shelve dishes, cooking utensils
Mop floors; clean up breakage, spills
Prepare simple foods; coffee, eggs (minimal)
Scrape dishes, trays, pans
Wash dishes, silver, pans (machine or hand)
Clear dishes from table, cart, tray
Scour work tables, meat blocks, counter
Wash, dust, polish furniture and fixtures
Sweep or vacuum floors
Wash windows
Scrub, wax floors
Burn trash, operate incinerator w/supervision
Clean stove, refrigerator

Personal Characteristics

D, I, M, B, N, C, O

SALES

Badcock Furniture Store

Baker County Farmer's Supply

Baker County Saw Shop

Barnes' Auto Parts

Bo's Auto Parts and Wrecker Service

Hutto Clothes Hut

Keith Griffis Ford Company

Lewis' 5 & 10 Store

Macclenny Shoe Store

Moran's Auto Parts

Odom's Department Store

Pixie Store

Sand's Motor Company

United Auto Parts

General Description

Assists in the handling of merchandise; unpacks boxes or crates; prepares merchandise to be racked or displayed. May also perform general housekeeping duties around the store during regular hours.

Job Activities

Rack or shelve stock
Load and Unload merchandise
Count
Simple reading (labels, etc.)
General cleaning
Mark or remark stock, stamp, tag
Wrap or unwrap packages
Transport by stock cart
Sack merchandise
Spread dust covers

Personal Characteristics

C, N, O, R, D

SERVICE STATIONS

Bud's American

Direct Station

Finley's Station

Griffis' BP Station

Hunter's American Station

John's Truck Stop

Spence's Gulf Station

Walter's Truck Stop

General Description

Assists in automobile servicing activities; keeps service stations clean and orderly.
Male employee.

Job Activities

Change tires
Wash car
Wax or polish car
Dry car
Hose down floors
Operate cash register, count money
Use telephone (minimal)
Assist in lubrication in garage
Replenish supplies at pumps
Sweep, vacuum, dust
Move boxes, equipment (minimal)
Burn trash (minimal)

Personal Characteristics

A, B, H, R, J

BRADFORD COUNTY

AIR CONDITIONING

Brown's Refrigeration and Air Cond.
266 S. Walnut St.
Starke, Florida 964-7731

Bryant Air Conditioning
332 W. Madison St.
Starke, Florida 964-7701

General Description

Assists in the receipt, delivery and display of air conditioners which may vary from small in size and weight to very large and very heavy. May also be responsible for some of the housekeeping of the store. Only male workers would be appropriate.

Job Activities

Rack or shelve stock
Load & unload
General cleaning
General handyman
Run errands

Personal Characteristics

B, M, R

AUTOMOBILE DEALERS

Baldwin Chevrolet-Olds
Starke 964-7500

Green's Buick
Starke 964-6491

Starke Chrysler-Plymouth
Starke 964-6600

Terwillegar Motors
Starke 964-7200

Hardey Auto Sales
Starke 964-6081

Noegel's Auto Sales
Starke 964-6461

General Description

Performs activities related to cleaning cars such as washing, polishing, waxing and vacuuming. In some instances would assist in the servicing of automobiles. May also assist in keeping establishment clean. Male employee.

Job Activities

Change tires
Wash car
Wax or polish car
Clean car interior
Assist in lubrication in garage
Hose down floors
Identify cars by model, year
Drive and park car (no traffic)(minimal)
Move boxes, equipment
Burn trash

Personal Characteristics

B, C, F, N

AUTO MACHINE SHOP

Dervick, Inc.
Starke 964-5857

Parts Service Co. of Starke
Starke 964-7721

Starke Motor Parts, Inc.
Starke 964-6060

Hardy Brothers Salvage Yard
Starke 964-5473

Thornton Salvage
Starke 964-6243

General Description

Assists in the handling of merchandise; unpacks boxes or crates; prepares merchandise to be racked or displayed. May also perform general housekeeping duties around the store during regular hours.

Job Activities

Rack or shelve stock
Load and unload merchandise
Count
Simple reading (labels, etc.)
General cleaning
Mark or remark stock, stamp, tag
Wrap or unwrap packages
Transport by stock cart
Sack merchandise
Spread dust covers

Personal Characteristics

C, N, R, O

AUTO REPAIR AND SERVICE

Bells Garage
Starke 964-6241

Biggs Auto Body and Radiator Shop
Starke 964-7704

Earl Good Garage
Starke 964-7005

David Lawson Parts & Body
Starke 964-5463

Libby Sales and Service
Starke 964-6211

Mack's Garage
Starke 964-7516

K. E. Thompson
Starke 964-5190

General Description

Assists in automobile servicing activities; perform duties related to car washing, cleaning. Male employee.

Job Activities

Change tires
Wash car
Wax or polish car
Assist in lubrication in garage
Hose down floors
Identify cars by model, year
Move boxes, equipment
Burn trash
Drive and park car (no traffic) (minimal)

Personal Characteristics

A, B, N

BARBER SHOPS

Bradford Barber Shop Starke	964-5227	
City Barber Shop Starke	964-6483	
Lawtey Barber Shop Lawtey	782-3205	
Morgan's Beauty & Barber Shop Starke	964-7004	
Plaza Barber Shop Starke	964-5030	

B, M

BEAUTY SHOPS

Bernice's Beauty Shop Lawtey	782-3310	
Bonnie's Hair Styles Starke	964-8200	
Ethel's Beauty Shop Lawtey	782-3840	
Gayle's Beauty Shop Starke	964-7332	
Glamo-Ree Hair Stylists Starke	964-7408	
Loudon's Beauty Shop Starke	964-5780	

B, M, N

BICYCLE SHOP

George Simpson's Bike and Hobby Shop
Starke 964-7836

General Description

Performs simple assembly of bicycles. Assists in simple repairs. Perform general cleaning tasks.

Job Activities

Use common hand tools
Perform simple assembly
Pack or crate
Sand (hand) (minimal)

Personal Characteristics

BUILDING MATERIALS AND SUPPLIES

Builders Hardware and Supply
Starke 964-6263

Jackson Building Supply
Starke 964-6078

Starke Building Supply
Starke 964-5270

General Description

Assists in loading, unloading and storing of lumber and building supplies outdoors or within the warehouse area. Male employee.

Job Activities

Rack or shove stock
Transport by hand cart
Load and unload
Tie with string or rope
Count
Measure - length, weight
General cleaning
Deliver from truck
Simple reading (labels, etc.) (minimal)

Personal Characteristics

C, N, O, R

CARPET CLEANING

McCollum's Window & Floor Service
Starke 964-7391

General Description

Assists in activities in rug and general cleaning establishments. Male employee.

Job Activities

Operate special cleaning equipment
Lift and carry heavy loads
Sweep, vacuum, or dust
Assist in dyeing operations
Remove spots
Move boxes, equipment
Burn trash (minimal)

Personal Characteristics

M, O, R

CONSTRUCTION WORK

Longchamp Homes
Starke 964-6855

General Description

Assists carpenters, plasterers, or other members of crew in building construction. Male employee.

Job Activities

Use common hand tools
Load and unload equipment, materials
Sort tools
Clean tools and equipment
Store tools
Shovel cement,sand, gravel
Pick up scrap lumber
Pile or stack up boards, stone
Clean and sort brick
Push wheelbarrow
Paint by hand

Personal Characteristics

C, E

DRY CLEANERS

Doll Dry Cleaners
Starke 964-7901

Doyle the Cleaner
Starke 964-5498

Raw Method Cleaners
Starke 964-5704

General Description

Performs activities in the washing, folding, pressing and packaging of laundry. May be male or female employee.

Job Activities

Operate special cleaning equipment
Bundle, tie and label laundry packages
Fold laundry, clothing
Sweep, vacuum, or dust
Mark or tag clothing
Locate clothing from receipt
Lift and carry heavy loads (minimal)

Personal Characteristics

D, E, N

CLOTHING MANUFACTURERS

Starke Industries
Starke 964-5064

General Description

Performs tasks in clothing production either by hand or using simple tools. May be male or female employee.

Job Activities

Do hand pressing
Fold cloth (end cuts)
Sew; simple joining of straight edges
Mark for button holes
Assemble garter units
Cut (trimming)

Personal Characteristics

K, J, G, M, N, F, O

CONCRETE PRODUCTS

Denny Concrete Products
Starke 964-5403

General Description

Assists in activities related to the storage and delivery of cement; could also apply to the production of cement block and concrete vaults or tanks.

Job Activities

Weigh or weigh-count
Handle ware
Load truck or rail cars
Remove items from molds
Shovel

Personal Characteristics

C, E, J, L, O, R

DEPARTMENT STORES AND GENERAL MERCHANDISE

Carp and Company
Starke 964-5651

DeVane Eagles'
Starke 964-7520

Stumps
Starke 964-5423

Top Dollar
Starke 964-5687

General Description

Assists in receiving, storing, displaying, shipping or delivery of merchandise. Male or female employee.

Job Activities

Rack or shelve stock
Mark or remark stock, stamp, tag
Wrap or unwrap packages
Load or unload
Count

General cleaning
Spread dust covers
Press or sew, baste (minimal)

Personal Characteristics

B, D, C, L, M, R

MOTOR AND ENGINE REPAIR

Durrance Pump and Supply Co.
Starke 964-7061

Briggs and Stratton Gas Eng.
Starke 964-5185

General Description

Assists in simple repair and servicing activities; keeps garage or establishment clean and orderly.

Job Activities

Use simple, common tools
Oil and lubricate motors and engines
Sort and count nuts, bolts, washers
Use telephone (minimal)
General cleaning

Personal Characteristics

E, H, J, M, N, P

FARM EQUIPMENT AND SUPPLIES

Starling Farm Supply
Starke 964-6062

Bradford Feed Inc.
Starke 964-7245

Farmers Mutual Exchange
Starke 964-7871

General Description

Assists in the handling of merchandise; unpack boxes or crates; prepares merchandise to be racked or displayed. May also perform general cleaning duties around the store during regular hours.

Job Activities

Rack or shelve stock
Load and unload merchandise
Count
Simple reading (labels, etc.)
General cleaning
Mark or remark stock, stamp, tag
Wrap or unwrap packages
Transport by stock cart
Sack merchandise
Spread dust covers

Personal Characteristics

C, N, O, R

FISH AND SEAFOOD

City Fish and Meat Market
Starke 964-8077

Starke Seafood Center
Starke 964-8383

General Description

Assists in handling fish and seafood, preparing displays. Also responsible for cleanliness and orderliness of work area. Male employee.

Job Activities

Rack or shelve stock
Load and unload
Count - weigh
General cleaning
Wrap packages
Tie with string or rope
Seal packages
Sack merchandise

Personal Characteristics

C, N, J

FUNERAL DIRECTORS

Chestnut and Haile
Starke 964-7905

Jones DeWitt
Starke 964-6200

General Description

Assists in cleaning yards, general housecleaning Male or female employee - depending on how much outside or yard work to be done.

Job Activities

General house cleaning
Sweep, vacuum, dust
Remove trash
Clean furniture
Scrub and polish floors
Yard work

Personal Characteristics

F, P

FURNITURE DEALERS AND MANUFACTURERS

Badcock Furniture Store
Starke 964-5289

Dahmer's Discount House
Starke 964-7923

Denmark Furniture Store
Starke 964-5827

Bradford Furniture Corp.
Starke, 964-7347

General Description

Assists in receipt, display and delivery of furniture; performs tasks in furniture manufacture using hands or light tools. Male employee.

Vaughn Johnson Company
Starke 964-5711

Job Activities

Drive nails
Staple wood
Insert wood screws
Drill, sand, saw (wood)
Glue
Use common hand tools
Perform simple assembly
Pack or crate
Load and unload
Rack or shelve stock
Count
Simple reading (labels, etc.)

Personal Characteristics

C, L, M, N, O

GENERAL SALES (PAINT, ETC.)

BLP Mobile Paints
Starke 964-5791

Mary Carter Paints
Starke 964-7025

General Description

Assists in the handling of merchandise; unpacks boxes or crates; prepares merchandise to be racked or displayed. May also perform general housekeeping duties around the store during regular hours.

Job Activities

Rack or shelve stock
Load and unload merchandise
Count
Simple reading (labels, etc.)
General cleaning
Mark or remark stock, stamp, tag
Wrap or unwrap packages
Transport by stock cart
Sack merchandise
Spread dust covers

Personal Characteristics

C, N, O, R

GROCERIES AND MARKETS

Brown's Grocery
Lawtey 782-3951

Davis Grocery & Market
Starke 964-6725

Edward's Grocery
Starke 964-5312

Starling Valley Store
Starke 964-7109

Suwannee Store
Starke 964-7019

Tompkins Grocery
Lawtey 782-3130

General Description

Perform activities in receiving, sorting and displaying a wide variety of small merchandise items.

Job Activities

Rack or shelve stock
Mark or remark stock, stamp, tag
Transport by stock cart
Sort stock, cards, etc.
Count
General cleaning
Tie with string or rope
Wrap or unwrap packages
Load & unload
Simple reading (labels, etc.)
Sack merchandise
Clean fruits or vegetables
Seal packages, gum tape
Use telephone (minimal)
Write simple message (minimal)
Make local deliveries

Personal Characteristics

C, N, O, R

HOSPITALS

Bradford County Hospital
Starke 964-6000

Starke Nursing Home
Starke 964-6220

General Description

Assists in preparing, cooking and portioning out food in hospitals, institutions. Performs cleaning tasks in kitchen area. May assist in making up trays. Performs tasks in cleaning of patients' rooms, furniture and bathrooms. May be male or female employee.

Job Activities

Prepare foods for cooking or salads
Portion out food to plates
Make up trays according to diet list
Gather ingredients, equipment; open containers
Watch, stir cooking food; timer or clock
Mop floors, clean up breakage, spills
Prepare meat for cooking (minimal)
Prepare simple foods; coffee, eggs (minimal)
Clean stove, refrigerator (minimal)
Sort and shelve canned foods (minimal)
Scour work tables, meat block, counter
Scrub, wax floor by hand or machine

Wash windows
Burn trash, operate incinerator w/supervision
Clear dishes from table, cart, tray
Sweep, vacuum, dust
Clean bathroom fixtures
Replenish supplies or linen
Remove trash
Clean with disinfectant
Clean ashtrays

Personal Characteristics

B, D, I, O, M

HOTELS, MOTELS

Magnolia Hotel Starke	964-9939
Bradford Motel Starke	964-9988
Dempsey Motel Starke	964-7591
Desert Isle Motel Lawtey	782-3332
Dixie Motel Starke	964-5590
Holiday Inn Starke	964-5201
New Englander Motel Starke	964-5801
Plaza Lodge Starke	964-7774
Sleepy Hollow Motel Starke	964-9947
Starke Motor Court Starke	964-7143
Starke 301 Motel Starke	964-9929
Temple Motel Starke	964-7357

General Description

Performs or assists in daily activities required to prepare rooms for guests. Female employee. In some instances, male employee could be hired to perform yard work, landscaping and keeping grounds.

Job Activities

Sweep, vacuum, or dust
Change or make beds
Clean bathroom fixtures
Replenish guest room supplies or linen
Remove trash
Clean ashtrays
Fold linens
Clean furniture
Move furniture, boxes (minimal)
Hang drapes, curtains (minimal)
Sort, count, record, or issue linens (minimal)
Mop floor, clean up spills and breakage (minimal)
Fill water pitchers (minimal)
Wash windows
Burn trash
Mow lawn; trim lawn, bushes, hedges
Rake leaves
Weed and care for plants

Personal Characteristics

C, F, I, M, R, O, N

Torena Motel & Restaurant
Starke 964-6784

Trail Motel
Lawtey 782-3886

Whispering Pines Motel
Starke 964-5695

PHARMACIES

Andrews Drugs
Starke 964-7170

Koch's Drugs
Starke 964-6757

Mitchell's Drugs
Starke 964-7810

General Description

Assists in general housekeeping and stock handling tasks in drug store. Most frequently male, particularly if major physical activity is required.

Job Activities

Rack and shelve stock
Load and unload
General cleaning
Make local deliveries
Sort, stock cards, etc.
Count
Simple reading (labels, etc.)

Personal Characteristics

C, D, N

POULTRY PROCESSING PLANT

Dixie Poultry
Starke 964-6382

General Description

Assists in the dressing of poultry and preparing it for delivery to markets. May be male or female employee.

Job Activities

Kill animals
Pluck fowls
Draw entrails
Unload (hand)
Cut and slice (hand)
Hang carcasses in cold storage
Transport by cart
Count
Clean work room and work tables
Sack feathers
Wrap or unwrap
Seal packages
Label (stencil or other)

Pack into cartons
Weigh or weigh count
Sort by size and quality
Wash utensils
Pack in ice (minimal)
Operate simple or highly automated machines (minimal)

Personal Characteristics

C, F, M, N, R

LUMWOOD, FORESTRY

Container Corporation
Starke 964-7342

Kite Timber Dealer
Starke 964-7568

Lewis Timber Company
Starke 964-6871

General Description

Assists in preparation of ground for planting and setting out of young trees in areas where timber has been cut. In some instances, cut timber and load on trucks. Female employees for setting out of young trees, male employees for cutting of timber.

Job Activities

Use chain saw
Dig ditch, shovel, rake
Load by hand
Cut with knife
Bundle plants
Tie with rope or string
Plant seedlings
Sort by kind, quality
Clean, pick up seedlings
Load trucks

Personal Characteristics

F, I, J, K, O, P, R

RESTAURANTS

A & T	964-9919
B & G	964-7696
Branding Iron	964-7618
What-A-Burger	964-7763
Garden Restaurant	964-7600
Hornes	782-9827
Kentucky Fried Chicken	964-5126
Knights'	782-3908
Longhorn Rest.	964-6931
Luther's Gold Kettle	964-5500
Noegel's 301 Rest.	964-7771
Tastee-Tray	964-6411

General Description

Assists in the preparation and cooking of foods. Performs activities in cleaning and shelving of dishes and utensils, wash dishes, general cleaning. Male or female employee.

Job Activities

Prepare vegetables, fruits for cooking or salads
Gather ingredients, equipment; open containers
Watch, stir cooking food; timer or clock
Make sandwiches
Wrap food for carry-outs

Tuck's Drive-In	964-9937	Store or shelve dishes, cooking utensils
Underwood Rest.	964-9945	Mop floors; clean up breakage, spills
Wishbone Fried Chick.	964-9972	Prepare simple foods; coffee, eggs (minimal)
		Scrape dishes, trays, pans
		Wash silver, dishes, pans (machine or hand)
		Clear dishes from table, cart, tray
		Scour work tables, meat blocks, counters
		Wash, dust, polish furniture and fixtures
		Sweep or vacuum floors
		Wash windows
		Scrub, wax floors
		Burn trash, operate incinerator w/supervision
		Clean stove, refrigerator

Personal Characteristics

B, C, D, I, N, O, M

SERVICE STATIONS

General Description

Alverey's	964-9927
B & G Truck Stop	964-7694
Brown's Station	964-7361
Bush's Station	964-7361
Citgo Cash & Carry	964-8600
Crawford Tenneco	964-9956
Eastern Oil	964-9968
Eddie's 66 Station	964-5831
Faulkner Gulf Station	964-5899
Houston's Gulf	964-7153
Hursts' Shell	964-6111
Massey's Gulf	783-3708
Mercury Oil Co.	964-9953

Assists in automobile servicing activities; keeps service stations clean and orderly. Male employee.

Job Activities

Change tires
Wash car
Wax or polish car
Dry car
Hose down floors
Operate cash register, count money
Use telephone (minimal)
Assist in lubrication in garage
Replenish supplies at pumps
Sweep, vacuum, dust
Move boxes, equipment (minimal)
Burn trash (minimal)

Personal Characteristics

A, B, H

UNION COUNTY

APPLIANCES, T.V.

Douglas' T.V. Sales and Serv.
Henry Douglas 496-3303

O. B. Dukes' Appliances
O. B. "Pete" Dukes 496-2901

General Description

Assists in the receipt, delivery and display of electrical appliances which may very from small in size and weight to very large and very heavy. May also be responsible for some of the housekeeping of the store. Only male workers would be appropriate.

Job Activities

Rack or shelve stock
Load & unload
General cleaning
General handyman
Run errands

Personal Characteristics

C, D, M, N

BARBER SHOPS

McLeod's Barber Shop
Cyril McLeod

Richarde's Barber Shop
Frank Richarde

General Description

Assists primarily in cleaning activities. Male employee.

Job Activities

Shine shoes
Run errands
Remove trash
Sweep, vacuum, dust
Tend washroom
Sterilize equipment
Empty ashtrays

Personal Characteristics

B, M

BEAUTY SHOPS

Deloris' Beauty Shop
Deloris Conner 496-2281

McLeod's Beauty Shop
Dorrie McLeod 496-5051

Nita's Beauty Shop
Nita Elixson 496-2691

Union Beauty Shop
Edith Brannen 496-2361

Georgia's Beauty Shop
Raiford 431-1041

General Description

Performs cleaning activities. May also assist in direct services to customers, under supervision. Female employee.

Job Activities

Sweep, vacuum, dust
Remove trash
Empty ashtrays
Clean furniture
Scrub, polish floors
Tend washroom
Wash, rinse hair
Sterilize equipment
Use telephone, receive messages (min mal)

Personal Characteristics

B, M, N

CHURCHES

Lake Butler United Methodist
Parsonage 496-2355

First Baptist Church, L.B.
Robert D. Moseley 496-7571

First Christian Church
Raymond Baer 496-3461

Harmony Free Will Baptist Ch.
496-2093

Sardis Baptist Church
Worthington Springs 496-5342
496-5347

Trinity Baptist Church
Rev. Barney Hampton 496-6191

United Methodist Church
Worthington Springs

Raiford Baptist Church

Providence Village Bapt. Ch.

Old Providence Baptist Church

General Description

Perform custodial services, do yard work.

Job Activities

Sweep, vacuum, dust
Remove trash
Clean furniture
Scrub, polish floors
Clean bathrooms
Rake leaves
Mow lawn
Trim trees, shrubbery
Sweep walks
Replenish lavatory supplies
Replace light bulbs using ladder
Wash windows
Wash walls

Personal Characteristics

F, M, R

DAIRIES

General Description

Harrison's Dairy
Route 2 Lake Butler
I. B. Harrison & Sons - 496-4271

Assists in care of animals, assists in farm work on farms essentially concerned with milk production.

Job Activities

Load, unload, transport
Clean up barns, buildings, yard
Cleanse milking equipment
Milk by hand
Milk by machine
Hostle
Feed & water stock
Inoculate animals
Castrate animals
Apply dehorning paste
String wire fence (minimal)

Personal Characteristics

I, M, O, R

DRUG STORES

General Description

Andrews Drugs
Guy Andrews 496-2721

Assists in general housekeeping & stock handling tasks in drug store. Most frequently male, particularly if major physical activity is required.

Job Activities

Rack & shelve stock
Load & unload
General cleaning
Make local deliveries
Sort, stock cards, etc.
Count
Simple reading (labels)

Personal Characteristics

C, D, N

EGG AND POULTRY FARMS

S. M. Brown
Route 2 - Lake Butler
496-5933

Wilbur Brown
Route 2 - Lake Butler
496-5928

Robert Lee Cason
Route 2 - Lake Butler
431-1737

Robert Clyatt
Route 2 - Lake Butler
496-2796

Donald & M.C. Dukes
Route 2 - Lake Butler
496-3413

Wayne & Milton Dukes
Route 2 - Lake Butler
496-5931

I. B. Harrison & Sons
Route 2 - Lake Butler
496-4581

C. B. Hayes, Jr.
Route 2 - Lake Butler
496-4292

Bryan Hendricks
Route 2 - Lake Butler
496-3348

J. M. Howard & Son
Route 2 - Lake Butler
496-2658

Joe Shaw
Lake Butler - 496-2151

Cleatus Ward
Lake Butler - 496-3971

John Whitehead
Lake Butler - 496-5501

Pine-Air Farms, Inc.
Lake Butler - 496-6501

General Description

Assists in care of poultry & other general activities on poultry farms. Male employees. Washing & handling eggs on egg farm, female employees.

Job Activities

Use common garden tools
Handle eggs (gather, wash, sort, crate)
Load, unload, transport
Clean up barns, building, yard
Hostle
Feed & water stock
Perform simple carpentry (minimal)
Perform simple mechanical repairs (minimal)

Personal Characteristics

C, I, J, K, L, M, N, P, Q

FLORISTS

General Description

Marjories Flowers
Marjorie Driggers 496-4302

Learn how to build bases for sprays, wreaths, etc., and use the "picking" machine.

Mary's Florist
Mary Elixson 496-3901

Job Activities

Sweep, vacuum, dust
General cleaning
Remove trash
Build bases for sprays, etc., with supervision
Take telephone messages (minimal)
Make local deliveries

Personal Characteristics

M, N

FUNERAL HOMES

General Description

Brannon Funeral Home
Doyle Archer 496-3123

Assists in cleaning cards, general housecleaning. Male or female employee - depending on how much outside or yard work to be done.

Job Activities

General house cleaning
Sweep, vacuum, dust
Remove trash
Clean furniture
Scrub & polish floors
Yard work

Personal Characteristics

F, P

FORESTRY

General Description

Owens-Illinois Glass Company
W. A. Campbell, Area Supervisor
496-6101

Assists in preparation of ground for planting and setting out of young trees in areas where timber has been cut. Male and female employees.

State of Florida, Division of Forestry 496-4321
Dick Staples, County Forester
496-5861

Job Activities

Dig ditch, shovel, rake
Sort by size
Load by hand
Cut with knife (minimal)

GROCERY STORES

Brown Brothers Grocery
S. M. & Wilbur Brown 496-5916

Dukes' Grocery & Market
Gerald & R.K. Dukes 496-5791

Jiffy Food Store 496-9401

Parrish's Food Store
Lowell Parrish 496-4661

Spires' Store
F.L. & Tommy Spires 496-3361

Griffis' Grocery & Feed Store
J.D. Griffis 431-1383

Hi-Lo Grocery Store
Raiford 431-1020

General Description

Perform activities in receiving, sorting and displaying a wide variety of small merchandise items.

Job Activities

Rack or shelve stock
Mark or remark stock, stamp, tag
Transport by stock cart
Sort stock, cards, etc.
Count
General Cleaning
Tie with string or rope
Wrap or unwrap packages
Load & unload
Simple reading (labels, etc.)
Sack merchandise
Clean fruits or vegetables
Seal packages, gum tape
Use telephone (minimal)
Write simple message (minimal)
Make local deliveries

Personal Characteristics

C, N, O, R

GENERAL FARMING

Numerous farms located throughout the county - large and small

General Description

Assists in farm work in multiple produce areas. Male employee. Female employee.

Job Activities

Load, unload, transport
Clean up barns, building, yard
Hostle
Feed & water stock
Hitch & unhitch farm equipment
Plant by hand
Use common garden tools
Perform simple carpentry
Perform simple mechanical repairs
Use power garden tools
Weed by hand (minimal)
Spread mulch (minimal)
Thin young plants (minimal)
Pick vegetable or young fruits (minimal)
String wire fence (minimal)
Operate farm equipment, drive tractor (minimal)

Personal Characteristics

A, C, F, L, M, O

HARDWARE, FURNITURE STORES

C. U. Crews Builders Supply
Clyde Crews 496-3241

Rivers Hardware & Furniture
Wilson Rivers 496-2241

General Description

Assists in the receiving, displaying and delivery of articles sold in hardware store. Assists in receipt, display and delivery of furniture. Generally appropriate for only male employee.

Job Activities

Rack or shelve stock
Load & unload
Mark or remark stock, stamp, tag
Wrap or unwrap packages
Transport by stock cart
Tie with string or rope
Simple reading (labels, etc.)
Deliver from truck
General cleaning
Spread dust covers
Make local deliveries
Count (minimal)
Take telephone messages (minimal)
Perform simple assembly (minimal)
Seal packages, gum tape
Sack merchandise

Personal Characteristics

C, N, O, R, J

MANUFACTURING

Lake Butler Apparel Company
Norman Stephenson 496-3601

Thomas Metals, Inc.
William Thomas 496-4213

General Description

Perform tasks in clothing production either by hand or using simple tools. May be male or female employee. Assists in the handling and transporting of pipe. Male employee.

Job Activities (Apparel Co.)

Do hand pressing
Fold cloth (end cuts)
Sew: simple joining of straight edges
Mark for button holes
Assemble garter units
Cut (trimming)

Job Activities (Metals Co.)

Load truck or rail cars
Count
Perform simple carpentry
Use simple hand tools
Use small electrical tools

Personal Characteristics

B, C, F, J, K, N, O, P

PRINTING OR NEWSPAPER OFFICE

General Description

Union County Times
Ray Powell 496-2261

Assists in tasks related to preparation and distribution of weekly newspaper, and to do job printing. Male employee.

Job Activities

Clean rollers & platens
Fold paper
Run errands
Make local deliveries
Gather or collate papers
Stack papers (jogging)
Package or wrap
Tie with rope or string
Label
Fill machines - ink, fluid
Do binding - plastic rings
Feed hand press (minimal)
Drill (minimal)
Staple (minimal)

Personal Characteristics

C, F, N, P

PRODUCE, WHOLESALE

General Description

Brown & Son Produce
S. M. Brown & Son 496-2161

Wilson Produce Company
James Wilson 496-2741

Performs activities in receiving, storing, and shippping of large quantities of crated or boxed fruits and vegetables.

Job Activities

Rack or shelve stock
Transport by stock cart
Load & unload
General cleaning
Stencil boxes
Clean fruits or vegetables
Tie with string or rope
Count
Package or box for shipment
Simple reading (minimal)

Personal Characteristics

C, J, N, M, R, L

PERSONAL SERVICE

General Description

Union County Hospital
Lake Butler 496-7101

Assists in preparing, cooking and portioning out food in hospitals, institutions. Performs cleaning tasks in kitchen area. May assist in making up trays. Performs tasks in cleaning of patients' rooms, furniture and bathrooms. May be male or female employee.

Job Activities

Prepare foods for cooking or salads
Portion out food to plates
Make up trays according to diet list
Gather ingredients, equipment; open containers
Watch, stir cooking food; timer or clock
Clean ashtrays
Prepare meat for cooking (minimal)
Prepare simple foods; coffee, eggs (minimal)
Clean stove, refrigerator (minimal)
Sort and shelve canned foods (minimal)
Scour work tables, meat block, counter
Mop floors; clean up breakage, spills
Scrub, wax floor by hand or machine
Wash windows
Burn trash, operate incinerator with supervision
Clear dishes from table, cart, tray
Sweep, vacuum, dust
Clean bathroom fixtures
Replenish supplies or linen
Remove trash
Clean with disinfectant

Personal Characteristics

B, D, I, O, M

PUBLIC SERVICE

General Description

Lake Butler, City of 496-3401

Union County Road Department
George Langley 496-5751

Assists in street and highway construction, repair, cleaning, and marking; assists in activities related to trash and garbage collection. Helps in caring for recreation area. Male employee.

Job Activities

Dig with pick and shovel
Assist in paving operations
Operate mowing equipment
Pick up trash or garbage
Operate collection trucks
Weed and care for plants
Plant trees, shrubs, flowers
Trim trees, shrubs

Personal Characteristics

C, L, O, R

RESTAURANTS

Green's Restaurant
Lyman Green 496-9411

Townhouse Restaurant
Colin Halle 496-3791

General Description

Assists in the preparation and cooking of foods. Performs activities in cleaning and shelving of dishes and utensils, wash dishes, general cleaning. Male or female employee.

Job Activities

Prepare vegetables, fruits for cooking or salad
Gather ingredients, equipment; open containers
Watch, stir cooking food; timer or clock
Make sandwiches
Wrap food for carry-outs
Store or shelve dishes, cooking utensils
Mop floors; clean up breakage, spills
Prepare simple foods; coffee, eggs (minimal)
Scrape dishes, trays, pans
Wash dishes, silver, pans (machine or hand)
Clear dishes from table, cart, tray
Scour work tables, meat blocks, counters
Wash, dust, polish furniture and fixtures
Sweep or vacuum floors
Wash windows
Scrub, wax floors
Burn trash, operate incinerator with supervision
Clean stove, refrigerator

Personal Characteristics

D, I, M, B, N, C, O

SALES

SERVICE STATIONS

Cargo Gasoline Station
Mr. Stansill 496-9461

Assists in automobile servicing activities; keep service station clean and orderly. Male employee.

Coastal Oil Company
James Wilson 496-3541

Job Activities:

Change tires
Wash car
Wax or polish car
Dry car
Mop down floors
Operate cash register, count money
Use telephone (minimal)
Assist in lubrication in garage
Replenish supplies at pumps
Sweep, vacuum, dust
Move boxes, equipment (minimal)
Burn trash (minimal)

Personal Characteristics

There are miscellaneous jobs available throughout the county - working for individuals rather than businesses. Places of employment may vary. Some of these jobs and job activities are listed below.

DOMESTIC

Day Worker, Child Care

General Description

Takes responsibility for one or more young children for part of day in private home, with or without parent present; independence is a high requirement. Female employee.

Job Activities

Bathe children
Dress or undress children
Supervise indoor play
Supervise outdoor play
Supervise eating, feeding of children
Feed or clean pets
Use telephone, receive messages

Personal Characteristics

A, B, C, D, G

Day Worker, Housecleaning and Home Laundry

General Description

Helps with or assumes major responsibility for housecleaning tasks. Supervision is generally provided. Helps with or takes major responsibility for laundering and finishing of clothing in a private home. Female employee.

Job Activities

Sweep, vacuum, or dust
Polish furniture, woodwork
Scrub or wax floors (hand)
Wash windows
Wash walls
Clean wallpaper
Clean bathroom fixtures
Change or make beds
Scrub or wax floors (machine)
Hose floors, walks, steps
Clean kitchen and laundry appliances
Lift or move furniture, boxes
Burn trash

Use telephone, receive messages (minimal)
Press or iron (hand)
Wash laundry (machine)
Operate clothes dryer
Fold or hang clothes and laundry
Mend or repair clothes (hand)
Mend or repair clothes (machine) (minimal)

Personal Characteristics

B, C, F, G, L, N

Day Worker, Meal Preparation

General Description

Helps with preparation, serving and clean up of home meals under supervision. Female employee.

Job Activities

Prepare vegetables, fruits for cooking or eating
Watch, stir cooking food; may use timer or clock
Serve food to dishes, table
Clear table
Wash and dry dishes, pans and silver (hand)
Sort and shelve dishes, silver
Supervise eating, feeding of children
Feed or clean pets
Clean kitchen and laundry appliances
Cook or prepare simple foods; prepare beverages
Set table informally
Wash dishes, pans and silver (machine)
Scrub or wax floors (hand) (minimal)
Wash walls (minimal)
Use telephone, receive messages (minimal)

Personal Characteristics

B, C, D, H, I, J, N

Day Worker, Handyman

General Description

Helps with heavy housework and outdoor work around the home. Supervision is generally available. Male employee.

Job Activities

Hose floors, walks, steps
Wash windows
Wash walls
Clean wallpaper
Lift or move furniture, boxes
Burn trash
Dig or spade garden beds
Mow lawn; trim lawn, bushes, hedges
Weed lawn, gardens
Beat or clean rugs
Wash or wax automobile
Make simple house repairs (minimal)
Paint simple furniture or surface (minimal)

Personal Characteristics

C, J, M, N, O

IV. ASSESSMENT OF CURRICULUM

	Baker	Bradford	Union
1. Class Level			
a. Primary (Grades 1-3)		3	1
b. Intermediate (Grades 4-6)	3	1	1
c. Elementary (Grades 1-6)		1	
d. Junior High (Grades 7-9)	1	2	
e. Senior High (Grades 10-12)	1	1	2
2. Class Organization			
a. Full time class		2	2
b. Part time groups		5	4
c. Resource room			
d. Other - full time with remedial help for others part time		1	
3. Class Activities			
a. Average time per day class members spend with E.M.R. group (in hours)	5	3	4
b. Average time per day class members spend with students and teachers other than the E.M.R. class as a unit and E.M.R. teacher (in hours)	1 1/2	3 3/4	? 1/2
c. If the E.M.R. student spends time out of the E.M.R. class, where is he? (Items checked were indicated most frequently.)			
Health		x	
English		x	
Reading		x	
Math		x	
Social Studies		x	
Science		x	
History			
Civics		x	
Library	x		
Homeroom			x
Study Hall		x	
Lunch	x		x
Physical Education/Sports	x		x
Music	x		x
Art	x		x
Home Economics	x		x
Industrial Arts			x
Vocational Classes		x	
Drivers' Education			
Club Meetings	x		

	Baker	Bradford	Union
d. Summary			
Hours per day in E.M.R. class	5	3	4
Hours per day out of E.M.R. class - academic areas	0	3 3/4	0
Hours per day out of E.M.R. class - non-academic areas	1 1/2		2 1/2
Total hours in school per day	6 1/2	6 3/4	6 1/2

4. General Comments (tally numbers represent number of times each response was checked)

a. In general, how much integration of E.M.R. students into the regular school program would you say there is in this school?

Much	1	6	2
Some	2	1	2
Little	2	1	
None			

b. If there is not a great deal of integration of E.M.R. students into the regular school program, do you feel it would be accepted by the faculty and principal at this school if a careful program were worked out?

Yes, definitely	1	1	2
Probably	2	1	2
Possibly with good arguments		1	
Probably not	2		

c. In what areas could student integration best be achieved at this school?

All right as is			2
Clubs	3		
Reading clinic	2		
Non-academic areas (art, music, physical education)	7	2	2

1. What is your most frequently used instructional method? (lecture, small group instruction, individual direction, class participation and demonstration, etc.)

lecture ---------- 1
small group instruction ------ 11
individual direction ---------- 3

2. How are grades reported for the E.M.R. unit? (report cards, notation, how is the fact that the child is in a special program disguised for ...

regular report cards, notation ---- 8
regular report cards, no notation --- 6
report letters to parents ---------- 3

3. (For senior high E.M.R. units only) What requirements must an E.M.R. student meet before being permitted to graduate? Are these requirements different from those for a student in the regular program?

There are 6 senior high E.M.R. units in the 3 county area. Two teachers responded that the question of a diploma for E.M.R. students and the requirements for graduation have not been decided yet. Their county (Baker) is considering a Special Education Diploma. The other four teachers, from Bradford and Union Counties, responded that there is no difference between the requirements (by Carnegie units) or diploma for students in special education and those in the regular program. Teachers, principals, and coordinators have indicated that they have reservations about using the Carnegie unit system for graduation requirements. In most instances, the standard course names are given to the modified courses that are taught by the special education teachers. For example, the title "Science" would be given to a course taught to girls with a content more like cooking---it would be rationalized being "Domestic Science."

*Number tallies based on population of 17.

4. How much participation in regular school extracurricular activities is there by E.M.R. students? If there is some, what is the nature of these extracurricular activities?

Two teachers, both at the elementary level, reported no participation in regular school activities by their children. Four teachers, one at the elementary level and three in high school, indicated little participation; and four teachers said that their E.M.R. class members participated in school activities as much as any other class members. It was elementary teachers whose schools did not really offer much extracurricular activities as sports or clubs. In general, where there was some participation by E.M.R. students in regular school activities, the participation was in the area of sports or physical education. Five elementary teachers said that their students attended art, music, lunch, and physical education with their peers from regular classes. All six high school groups and one middle school group went to lunch with students other than members of the E.M.R. class. In general, the high school units are much more open, with the students entering and leaving the special education classroom several times a day. The units for intermediate and primary aged children were much more self-contained. Five units are completely separate, and the remaining five serve the E.M.R. students for more than half of the total in-school time.

5. How much parent involvement in the school and E.M.R. class activities is there? In general, is it more or less than the support given to PTA and other school functions by <u>all</u> the parents of the total school population?

Parental involvement in E.M.R. class activities is minimal. Of the twelve schools in the project, four did not have a PTA, indicating that there is little parental support for school activities generally. Six teachers indicated no involvement in school activities by the parents of E.M.R. students, and three teachers reported very little involvement. Of the seventeen teachers in the project, distributed over twelve schools, only four felt that the parents of E.M.R. students reflected school activities participation equal to that of other parents. Two of these four teachers are in very small, rural schools, and two are in the same high school.

6. What instructional equipment do you use most frequently?

listening stations ---------- 1
flashcard reader ---------- 1
filmstrip projector ---
film projector ---
record player ---
tape recorder ---
typewriter ---
overhead projector ---
slide projector ---
duplicating machines ---
Adofax ---
flannel board ---
Hoffman reader ---
SRA kits ---
videotape recorder ---
television ---
(2 others I know use a T.V. but they didn't list it)
Peabody Language Development
Kit ---

7. What kinds of instructional equipment would you use if you had it?

tape recorder ---------- 34 (regular or cassette)
flashcard reader ---------- 1
controlled reading machine ---- 2
videotape recorder ---------- 1
language master ---------- 4
film projector ---------- 3
primary typewriter ---------- 2
mobile classroom ---------- 1 (I assume she means a van set-up)
small hand tools ---------- 2
stove hook-up ---------- 2
perceptual-motor play
equipment ---------- 1
various academic area kits:
math ---------- 2
reading ---------- 3
science ---------- 1
"some type of programmed teaching
machine" ---------- 1

V. ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING

TALLY SHEETS

MATERIALS CHECKLIST

A. Equipment and Supplies Checklist

Below is a list of equipment which might be included in the curriculum to be developed. Check each item as to its availability to you and your EMR class.

		Available	Unavailable
1.	Phonograph	15	
2.	Tape recorder	15	
3.	Slide projector	12	3
4.	Filmstrip projector	15	
5.	Movie projector	13	2
6.	Language master	7	7
7.	Hoffman reader	5	9
8.	Overhead projector	15	
9.	Cassette player/recorder	10	5
10.	Screen	15	
11.	Headsets and/or listening station	14	2
12.	Radio	6	8
13.	Television	8	6
14.	Stove with oven	3	12
15.	Refrigerator	9	5
16.	Hotplate	7	8
17.	Language Development Kits (e.g. Peabody, Ginn) *Kind Peabody - 6	10	6
18.	Math Development Kit *Kind SRA - 1	3	10
19.	Power tools *Kind Drill Press 1; Skill Saw 11; Jigsaw 1; Table Saw 1;Drills 1	2	12
20.	Mirror	7	8
21.	Hair dryer	3	12
22.	Dishwasher	1	14
23.	Garbage disposal	1	14
24.	Iron	2	13
25.	Ironing board	2	13
26.	Clothes washer	2	13
27.	Clothes dryer	2	13
28.	Sink(s)	11	4
29.	Hand tools (e.g. hammer, saw) *Kind Garden Tools 1; Small Tools 11 (hammer, saw, screwdrivers)	7	7
30.	Tumbling-type mats	6	9
31.	Physical coordination equipment (e.g. balance beam, jump ropes, balls, rocking board) *Kind Balls 4; Jumpropes 5; Bars 2; Balance Beam 4; Mats 1	10	4
32.	Auditory trainer	1	12
33.	Camera - still photos (e.g. Polaroid, 35 mm) *Kind None specified	4	11
34.	Movie camera		14
35.	Duplicator	15	
36.	Xerox-type copier	14	1
37.	Video tape machine	7	8

B. Instructional Materials

Check the materials used frequently

4 1. Frostig program for perceptual development
4 2. Physical coordination program (e.g. Kephart program)
*Kind None specified
8 3. Games
*Kind SRA Word - 1 Lotto - 2 Bingo - 1 Spelling Bee - 1 Money - 1
4 4. Educational-type toys
*Kind Puzzles - 4 Wood Blocks - 1 Quizmo - 1
7 5. Social curriculum materials (e.g. Yeshiva)
*Kind Yeshiva - 6 SVE Filmstrips - 1
10 6. Library books
10 7. Records
9 8. Reading development kit, program or series (e.g. Sullivan, Rebus Readers, Open Highways, Phono-visual, and Distar) *Kind SRA - 1 Phonovisual - 1 Rebus - 2
4 9. Science kit or supplies
*Kind Eyegate - 1 Fearon - 1 Transparencies - 1
5 10. Sandpaper letters and numbers
7 11. Mathematics program (e.g. Cuisiennaire, Distar)
*Kind Jenn - 1 SRA - 2
5 12. Language program (e.g. Peabody, Distar)
*Kind Peabody - 5
5 13. Vocation-oriented materials Driver Training Signs - 1
9 14. Globe and maps

C. Furniture

Indicate the number of the following in your room.

11 1. Teacher desk
9 2. Student desks (if individual)
12 3. Chairs
11 4. Tables
12 5. Filing cabinet
11 6. Bookcase
7 7. Other furnishings:
1 - A. V. Cart
1 - Piano
1 - Cabinet

D. Supplies

Check the consummable supplies used [illegible]

12 1. Crayons
14 2. Paste or glue
12 3. Pencils
14 4. Scissors
14 5. Rulers
12 6. Mimeo-type paper
13 7. Ditto masters
6 8. Overhead transparencies
2 9. Photographic supplies (e.g. film, flash bulbs)
9 10. Felt-tip pens
14 11. Construction paper
5 12. Carbon paper
10 13. Ball point pens
13 14. Writing (lined) paper
5 15. Tissue paper
11 16. Masking tape
8 17. Cellophane tape
10 18. Tape recorder tapes (not already programmed)
9 19. Charts (lined, for teacher use)
15 20. Chalk

E. General Questions

1. Do you use any consummable items as rewards, such as candy, trinket prizes, and if so, what do you use most frequently? Yes - 10 Candy - 6 Cookies - 2
   Trinkets - 4 Checkmarks - 1 Not permitted to give anything to eat to child - 1
2. Do you feel the instructional materials you have available and use are meeting the needs of your pupils? Yes - 7

3. By rough estimate, what is the size of your room or area, in square feet?
   -100 1 100-200 3 200-300 1 300-400 1 600-700 2 1000-1100 1 1200 1
4. Do you feel you are aware of the various materials that are available for use in an EMR class?
   Yes - 1

5. What janitorial service do you receive for your classroom maintenance?
   Sweeping & vacuuming - 4 As needed - 3 Twice each week - 1
   Do my own ---------- 1 Not much -- 1
6. What bathroom, playground and auditorium facilities are available for your class' use?
   All facilities available ---- 11
   Toilet & wash bowl ---------- 1
   Bathroom attached to EMR rm - 4
   Playground equipment -------- 4

VI. ASSESSMENT OF ADMINISTRATIVE SUPPORT

SUMMARY OF ADMINISTRATORS

BAKER COUNTY

County Level Staff
Mr. Alan Harvey - Superintendent
Mr. N. J. Johns - Director of Instruction
Mrs. Yvonne Stephens - Elementary Supervisor (Special Education Coordinator)

Principals
Mrs. Evelyn S. Dew - Glen Elementary
Mr. Michael J. Gazdick - Baker Junior High
Mr. Ernest Harvey, Jr. - Macclenny Elementary
Mr. Harold A. Hinte - Sanderson Elementary
Mr. Jerry Sisk - Baker High

BRADFORD COUNTY

County Level Staff
Mr. Thomas L. Casey, Jr. - Superintendent
Mr. C. M. Clark - Assistant Superintendent for Instruction and General Supervisor
Mrs. Lucille Payne - Elementary Supervisor (Special Education Coordinator)

Principals
Mr. Charles E. Francis - Bradford High
Mr. James C. Hobbs - Southside Elementary
Mr. Richard H. Jockel - Bradford Middle
Mr. Curtiss Marlowe - Lawtey Elementary
Mr. Lennard B. Register - Hampton Elementary
Mr. Philip Vellenga - Starke Elementary

UNION COUNTY

County Level Staff
Mr. James H. Cason, III - Superintendent
Mr. Buren L. Dunavant - Director of Instruction
Mr. Joseph J. Marinelli - Director, Administrative and Support Services (Special Education Coordinator)
Mrs. Pamela S. Harrington - E.M.R. Specialist

Principals
Mr. Bruce Clarke - Lake Butler Middle
Mr. Frank Warriner - Union County High

STATE ADMINISTRATORS' PHILOSOPHIES OF SPECIAL EDUCATION
AS IT RELATES TO THE E.M.R.

BAKER COUNTY

This We Believe:

We believe that exceptional pupils are those who differ from the average to such a degree in physical or psychological characteristics that school programs designed for the majority of children do not afford them opportunity for all-round adjustment and optimum progress. Therefore, they need special instruction to achieve a level commensurate with their respective abilities.

We believe our exceptional child program should be designed to foster the emotional, social, physical and aesthetic development of each child.

We believe that each child can learn at his own rate and speed; that school is a pleasant place to be; that it is good to work hard; that he is a person who can learn and contribute.

We believe that Exceptional Children should participate as much as possible in the regular school activities and in experiences which are appropriate to their individual needs and abilities.

We believe that it is our responsibility to offer a varied and flexible program to help prepare these children to function effectively in their home, and as self supporting citizens in the community.

The following is the educational policy of the Board of Public Instruction as listed on page 32 section D-16 regarding Exceptional Child Education:

> It shall be the duty of the faculty of each school in Baker County to evaluate the progress of the pupils enrolled in or eligible to be enrolled in the school and to refer to the County Board all those who, because of unusually high intellectual ability, or a physical, mental, or emotional impairment, are suspected of being unable to be adequately educated in the regular classes without the provision of special instructional facilities or services.
>
> Upon receiving the referrals from the schools, the County Board will provide for medical, psychological, sociological, and academic assessments for the purpose of diagnosis and classification in relation to educational management.
>
> To meet the present needs of exceptional children, the District Board will provide teachers and facilities for classes when State and County units are available.

BRADFORD COUNTY

The philosophy of education in Bradford County is to provide educational experiences and opportunities which will develop the skills, concepts, and the understandings necessary for each student to achieve a successful role in the changing society of today and tomorrow. In order to afford such opportunity to all children, it is recognized that special types of programs, services and instruction are required from that which is considered average.

Such instruction and services are an integral part of the regular school program, and regular school facilities and services adapted to the need of exceptional children are used wherever possible. The program for exceptional children is considered a part of the total school program.

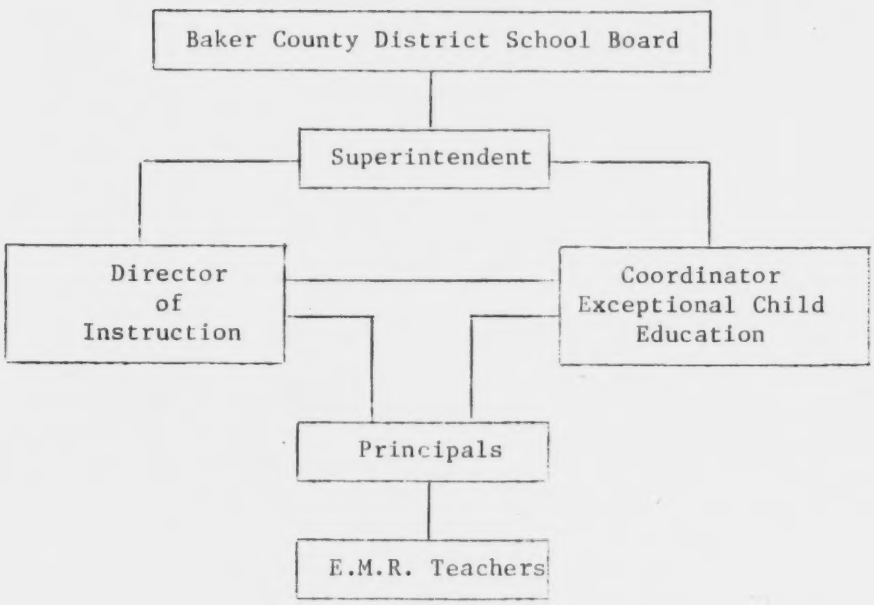
UNION COUNTY

The School Board of Union County believes that every child is entitled to whatever education is necessary for that child to meet his needs and to enable him to be a productive member of society. It is the policy of the Board to provide facilities, equipment, and supplies for whatever degrees of exceptionality exist among the county's students as available facilities and funds make possible. The philosophy of special education is based on the fact that our democracy provides educational opportunity for all.

Education, in its broadest sense, means providing for the development of each child to his fullest capacity as an individual and a contributing member of society. Education for the exceptional child should provide experiences that will meet his present and future needs for success, respect, and usefulness. Since each child is unique and should be given every opportunity to develop in the areas in which he can succeed, he has a right to a program of education and training in keeping with his individual potential.

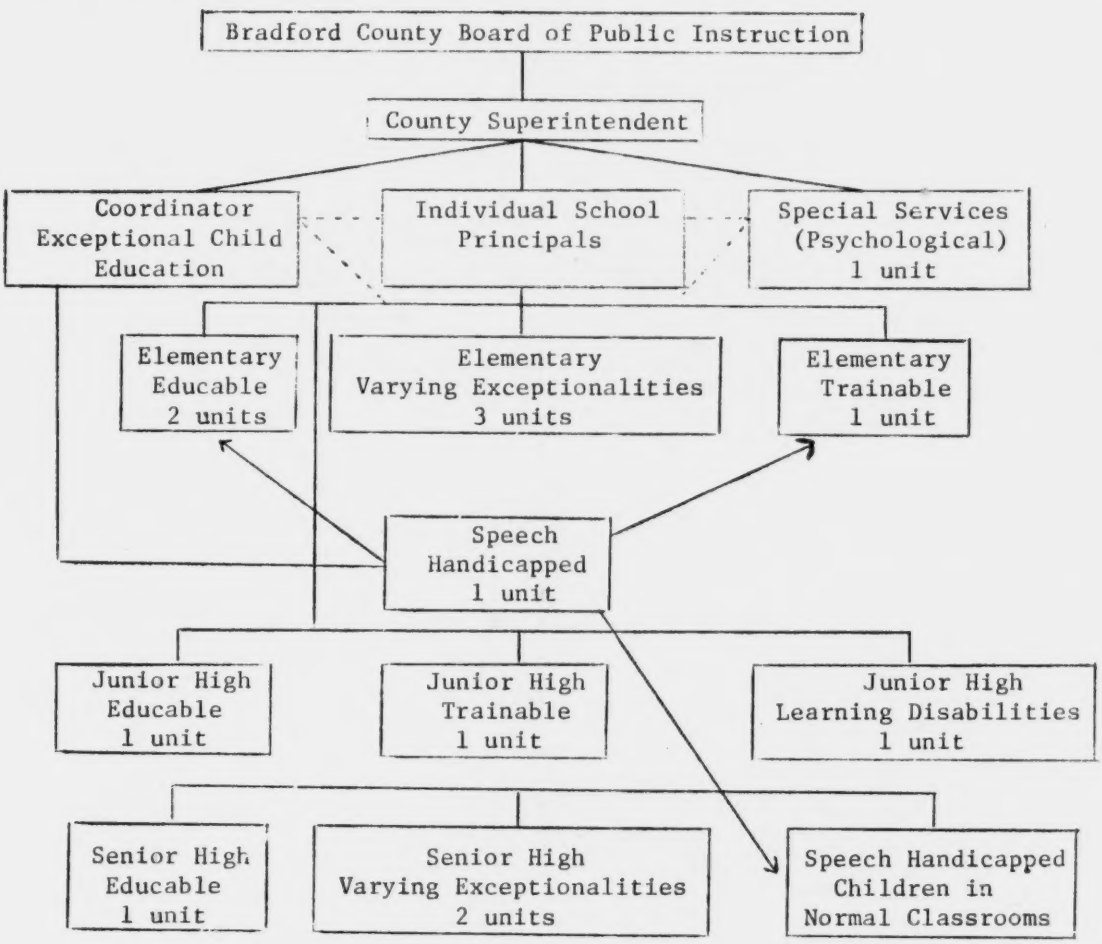
ORGANIZATIONAL CHART

BAKER COUNTY



ORGANIZATIONAL CHART

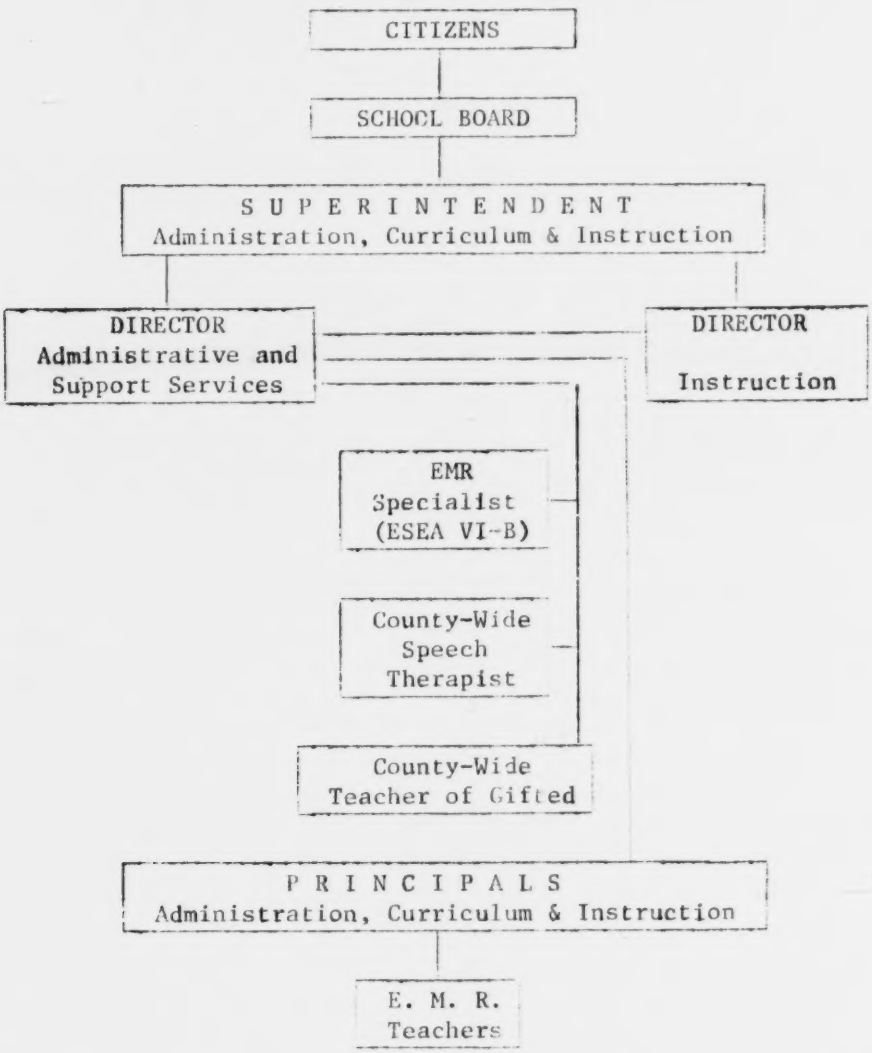
BRADFORD COUNTY


Bradford County Board of Public Instruction
County Superintendent
Coordinator Exceptional Child Education
Individual School Principals
Special Services (Psychological) 1 unit
Elementary Educable 2 units
Elementary Varying Exceptionalities 3 units
Elementary Trainable 1 unit
Speech Handicapped 1 unit
Junior High Educable 1 unit
Junior High Trainable 1 unit
Junior High Learning Disabilities 1 unit
Senior High Educable 1 unit
Senior High Varying Exceptionalities 2 units
Speech Handicapped Children in Normal Classrooms

ORGANIZATIONAL CHART

UNION COUNTY

The Director of Administrative and Support Services coordinates the Exceptional Child Education program and works closely with the principal in the supervision of exceptional education teachers. The Director of Administrative and Support Services has final authority as to the placement of students in the program.



VII. ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES AND LOCAL AGENCIES' SUPPORT

TALLY SHEET

School Supportive Services
and
Local Agencies' Support

Available Services	BAKER COUNTY School No. 1	School No. 2	School No. 3	School No. 4	BRADFORD COUNTY School No. 1	School No. 2	School No. 3	School No. 4	School No. 5	School No. 6	UNION COUNTY School No. 1	School No. 2
I. Pupil Personnel Services												
A. Guidance counselor				X		X		X	X	X	X	X
B. Occupational specialist				X						X		
C. Vocational rehabilitation counselor										X		
D. Dean of students				X					X	X		X
E. Reading teacher	X	X	X	X	X	X	X	X	X	X	X	X
F. Librarian	X	X	X	X	X	X	X	X	X	X	X	X
II. Business Services												
A. School bus transportation	X	X	X	X	X	X	X	X	X	X	X	X
B. Food service	X	X	X	X	X	X	X	X	X	X	X	X
C. Secretary for school staff use		X		X	X	X	X	X	X	X	X	X
D. Custodial staff	X	X	X	X	X	X	X	X	X	X	X	X
III. Vocational Services												
A. Vocational rehabilitation counselor										X		
B. Occupational specialist				X						X		
C. Vocational training classes				X						X		X
1. Business courses				X						X		X
2. Shop				X						X		X
3. Auto mechanics				X						X		X
D. Agriculture classes				X						X		X
E. Work-study program				*						X		
F. Pre-vocational classes									X		X	
G. Horticultural training				*						X		X
IV. Special Education Services												
A. EMR class	X	X	X	X	X	X	X	X	X	X	X	X
B. TMR class								X	X			
C. Special therapist	*	*	*	*	X	X	X	X	X	X	X	X
D. Gifted class											X	
E. Participation in P. E. curriculum for mentally retarded project		X	X								X	

	BAKER COUNTY				BRADFORD COUNTY						UNION COUNTY	
	School No. 1	School No. 2	School No. 3	School No. 4	School No. 1	School No. 2	School No. 3	School No. 4	School No. 5	School No. 6	School No. 1	School No. 2
V. Medical Services												
A. School/county nurse	X	X	X	X	X	X	X	X	X	X	X	X
B. County clinic through the Health Department	X	X	X	X	X	X	X	X	X	X	X	X
C. Hearing screening	X	X	X	X	X	X	X	X	X	X	X	X
D. Vision screening	X	X	X	X	X	X	X	X	X	X	X	X
VI. Welfare Services												
A. Attendance aide	X	X	X	X	X	X	X	X	X	X	X	X
B. Protective service worker					X	X	X	X	X	X	X	X
C. Family services	X	X	X	X	X	X	X	X	X	X	X	X
D. Commodity foods available	X	X	X	X	X	X	X	X	X	X	X	X
VII. Local Agencies and Non-Profit Organizational Support												
A. Civitan	X	X	X	X	X	X	X	X	X	X		
B. Lions	X	X	X	X	X	X	X	X	X	X		
C. Rotary	X	X	X	X	X	X	X	X	X	X	X	X
D. Churches	X	X	X	X	X	X	X	X	X	X	X	X
E. P.T.A.	X	X	X		X	X	X	X	X	X		
F. County Education Association	X	X	X	X	X	X	X	X	X	X	X	X